DOCUMENT RESUME

ED 334 088 SO 021 044

TITLE From One to All.
INSTITUTION Seminole County Board of Public Instruction, Sanford, Fla.
PUB DATE 87
NOTE 173p.
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01/PC07 Plus Postage.
DESCRIPTORS Content Area Reading; Elementary Education; Elementary School Curriculum; Mathematics Skills; Reading Skills; Skill Development; *Social Studies; *State Standards; Student Educational Objectives; Student Evaluation
IDENTIFIERS Expanding Environment; *Seminole County School District FL

ABSTRACT

This elementary social studies guide developed by Seminole County Board of Public Instruction, Florida, outlines the social studies program for grades K-5. The course outline for each grade level has been developed around the Florida state minimum performance levels for reading and mathematics and around the state standards of excellence for social studies. The objectives for free enterprise and consumer education are included in the course outlines. The Florida comprehensive test of basic skills objectives are also built into the guideline. The guide presents the time frame for the social studies program, the social studies skills to be taught, and the Seminole County performance objectives. Textbooks to use with the guide are listed. The guide is based upon the expanding environments curriculum model. (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED334088

FROM ONE TO ALL

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

SO 021 044

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
JAMES J. ELLIOTT
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

THE SCHOOL BOARD OF SEMINOLE COUNTY

Robert W. Hughes,
Superintendent

School Board Members

Joseph Williams, Jr.	Chairman
Pat Telson	Vice-Chairman
Nancy Warren	Member
Ann Neiswender	Member
Larry Betsinger	Member

Marion G. Dailey
Assistant Superintendent for Instructional Services

Ken Bovio
Director of Elementary Education

James J. Elliott
Consultant/Coordinator, Social Studies

Elementary Writing Team

Nancy French	Kindergarten
Maxine Edmiston	1st Grade
Harriet Laban	2nd Grade
Mary Morris	3rd Grade
Connie McKenzie	3rd Grade
Doris Jennings	4th Grade
Carol Keth	4th Grade
Bill Burgess	5th Grade
Barbara Hood	5th Grade
Fran Duvall	5th Grade

TABLE OF CONTENTS

Free Enterprise and Consumer Education Minimum Objectives-
Assessed at Grade 3

Free Enterprise and Consumer Education Minimum Objectives-
Assessed at Grade 5

Student Performance Standards of Excellence for Florida
Schools in Social Studies -
Assessed at Grade 3

Student Performance Standards of Excellence for Florida
Schools in Social Studies -
Assessed at Grade 5

Minimum Student Performance Standards for Florida Schools-
Reading

Minimum Student Performance Standards for Florida Schools-
Mathematics

Comprehensive Tests of Basic Skills - Social Studies(included
in Grades 2, 3, 4, & 5 Curriculum Guides)

Kindergarten Social Studies

First Grade Social Studies

Second Grade Social Studies

Third Grade Social Studies

Fourth Grade Social Studies

Fifth Grade Social Studies

FREE ENTERPRISE AND CONSUMER EDUCATION

THIRD GRADE

TOPIC	OBJECTIVES - The student will:
#A - FREE ENTERPRISE, BUSINESS ORGANIZATIONS, AND PRIVATE PROPERTY	1. Distinguish between private and public property.
#D - SCARCITY AND PRODUCTION	12. Define consumer goods as items that are capable of satisfying a human want.
	13. Define services as work done for others which does not produce goods.
	14. Identify why scarcity requires choices.
	15. Identify energy resources.
#J - DISTRIBUTION	47. Identify the different methods of transportation used to distribute goods and services.
	48. Define distribution as the process for getting products from producers to consumers.
#K - SCARCITY AND CONSUMER DECISION-MAKING	49. Define consumers as users of goods and services.

FREE ENTERPRISE AND CONSUMER EDUCATION

FIFTH GRADE

TOPIC	OBJECTIVES - The student will:
#A - FREE ENTERPRISE, BUSINESS ORGANIZATIONS, AND PRIVATE PROPERTY	5. Define competition as the effort of two or more parties to secure the business of a third party.
#D - SCARCITY AND PRODUCTION	12. Define consumer goods as items that are capable of satisfying a human want.
	13. Define services as work done for others which does not produce goods.
	16. Define producer as a maker of goods or a performer of services.
	17. Define production as the creation of goods or services.
	18. Distinguish between producers of goods and performers of services.
	19. Identify how substitutions can be used when a resource becomes more scarce.
#F - SPECIALIZATION, TECHNOLOGY, EXCHANGE AND INTERDEPENDENCE	29. Name some methods of economic exchange.
	30. Define specialization as individuals or groups concentrating on one job rather than attempting to do many jobs.
#I - ADVERTISING AND MARKET RESEARCH	45. Define advertising as a means to inform people about a firm's products or services, or to persuade people to purchase a firm's goods or services rather than those produced by a competitor.

FREE ENTERPRISE AND CONSUMER EDUCATION (CONTINUED)

FIFTH GRADE (CONTINUED)

TOPIC	OBJECTIVES - The student will:
#K - SCARCITY AND CONSUMER DECISION-MAKING	50. Define consumption as the use of goods and services.
	51. Identify some benefits of comparison shopping.
	52. Identify how a consumer choice involves the giving up of other alternatives.
#L - PERSONAL AND FAMILY INCOME AND BUDGETS	55. Identify some sources of income.
#M - SAVINGS AND PERSONAL INVESTMENTS	60. Define savings as income which is not spent for consumer goods or services but is set aside for future use.
	61. Name reasons why people save.
#N - FINANCIAL INSTITUTIONS, CONSUMER CREDIT, AND INTEREST RATES	63. Define credit as a promise to pay in the future for goods, services or money received now.
	64. Compare saving with a financial institution to saving at home.
#T - GOVERNMENT FUNCTIONS (TAXATION, SPENDING, AND REGULATION)	82. Define taxes as money paid by individuals and businesses to local, state or national governments to pay for goods and services.
#U - FEDERAL RESERVE SYSTEM AND ROLE OF MONEY	88. Identify how money serves as a medium of exchange.

STUDENT PERFORMANCE STANDARDS OF EXCELLENCE

SOCIAL STUDIES

3RD GRADE

STANDARDS

A. The student will use information acquisition and processing techniques as associated with history and the various social sciences.

SKILLS - The student will:

1001. Apply information from indexes, glossaries, copyright dates, appendixes, map lists and illustration lists to locate information.

1002. Interpret information from a poll, table, graph or chart.

1003. Differentiate between actual observation and inference made from secondary sources.

1004. Identify alternative solutions to problems and consider the consequences of each solution.

STANDARDS

B. The student will demonstrate that the past may be interpreted as a series of interrelated events.

SKILLS - The student will:

1021. Use a few cluster data-events and specific date-events as points of orientation in time.

STANDARDS

C. The student will use maps, globes and other models to interpret spatial relationships.

SKILLS - The student will:

1035. Construct and interpret time lines.

1036. Use a legend to interpret information on a map.

1037. Identify and label maps of local geographic regions.

STANDARDS

D. The student will describe the interdependence of people and institutions in economic systems.

SKILLS - The student will:

1055. Cite examples of capital goods.

1056. Give possible reasons for a rise or fall in prices.

STANDARDS

E. The student will explain the interdependence of cultures, regions, nations, peoples and the biosphere.

SKILLS - The student will:

1085. Identify the impact of the flow of goods, services, information, money and people in one's own community.

1086. Describe how groups of human beings develop their culture through interaction with their environment and other cultures.

STANDARDS

F. The student will explain the relationship between beliefs and values, and how these concepts affect human behavior and conflicts.

SKILLS - The student will:

1103. List responsibilities associated with membership in voluntary or involuntary groups (e.g., family, school, community).

1104. Propose strategies for coping with situations arising from conflicting beliefs and values.

1105. Identify advantages and disadvantages of competition in the family, in the school and in the community.

STANDARDS

G. The student will acquire skills to participate effectively in a democratic society and apply problem-solving skills to the democratic political process.

SKILLS - The student will:

1117. Define citizenship in a state or nation with the duties, rights privileges and responsibilities that go along with being a member.

1118. Cite reasons for the existence of government and laws.

1119. Define patriotism, list examples of patriotism and discuss why patriotism is important to a nation.

1120. Explain the meaning of the pledge of allegiance.

STANDARDS

H. The student will explain the interaction among science, technology and society.

SKILLS - The student will:

1154. List a number of environmental factors which may affect the physical or emotional health of human beings.

1155. Describe the impact of various industries on the environment.

1156. Identify individuals and groups whose inventions or innovations have significantly affected the lives of other human beings and describe their influences.

STUDENT PERFORMANCE STANDARDS OF EXCELLENCE

SOCIAL STUDIES

5TH GRADE

STANDARDS

A. The student will use information acquisition and processing techniques as associated with history and the various social sciences.

SKILLS - The student will:

1005. Select appropriate references for objectives using the following sources of information: an encyclopedia, newspaper, magazine, almanac, data table and atlas.

1006. Use footnotes as a source of data.

1007. Construct a detailed outline using correct form.

1008. Identify standard techniques used to persuade or convince others.

1009. Construct a simple data table containing two variables, labeling columns, rows and accurately entering data.

1010. Given a specific topic, evaluate sources of information in terms of reliability.

1011. Draw inferences from historical and contemporary evidence.

1012. Apply a decision-making model to a problem, listing alternative solutions and making a choice.

STANDARDS

B. The student will demonstrate that the past may be interpreted as a series of interrelated events.

SKILLS - The student will:

1022. Identify major national and world historical figures and their impact on historical events.

1023. Compare different time lines to understand time relationships among separate events and developments.

1024. Explain the impact of major historical figures and groups on major state, national and world events.

1025. Explain why changes occur at various rates.

1026. Identify causes and consequences of specific historical events.

STANDARDS

C. The student will use maps, globes and other models to interpret spatial relationships.

SKILLS - The student will:

1038. Demonstrate the ability to use cardinal and intercardinal directions.

1039. Compute distance between points on maps.

1040. Locate and compare places using latitude and longitude.

1041. Interpret map insets to note differences in scale and true location.

1042. Recognize examples of calendars used by different cultures.

1043. Use a variety of special purpose maps, graphs and charts to compare various regions.

1044. Plan a trip using a highway map to detail distance, direction, location, time and activities.

1045. Explain the causes of seasons.

STANDARDS

D. The student will describe the interdependence of people and institutions in economic systems.

SKILLS - The student will:

1057. Explain how credit cards are used; cite the advantages and disadvantages of their use.

1058. Explain why unemployment and job vacancies can exist simultaneously.

1059. Demonstrate how differences in the distribution of resources affect production decisions.

1060. Cite examples of how technology and technological change have affected production decisions.

1061. Recognize how production decisions in our country are affected by conditions in other countries.

1062. Identify how individual, family and community demands may conflict with preserving the environment.

1063. Identify when a shortage exists and when a surplus exists.

STANDARDS

E. The student will explain the interdependence of cultures, regions, nations, peoples and the biosphere.

SKILLS - The student will:

1087. Identify similarities in the historical experience of different groups and societies.

1088. Describe the natural environment is a single, integrated global system.

1089. Explain how the lifestyles of different cultures have different impacts upon their environment.

1090. Compare and contrast cultures in relationship to their process of decision-making.

STANDARDS

F. The student will explain the relationship between beliefs and values, and how these concepts affect human behavior and conflicts.

1106. Analyze the diversity within ethnic groups.

1107. Infer beliefs and values from patterns of behaviors.

1108. Identify values and beliefs as potential sources of conflict within and between family, peer, community, national and international groups.

1109. Propose and justify reasons for believing in the value of the American political tradition.

STANDARDS

G. The student will acquire skills to participate effectively in a democratic society and apply problem-solving skills to the democratic political process.

SKILLS - The student will:

1121. Define and give examples of freedom of speech, freedom of assembly, freedom of press and freedom of religion.

1122. Describe the relationship between civil liberties and law enforcement.

1123. Define the concept of federalism.

1124. List the requirements and procedures necessary to become a United States citizen.

1125. Describe the order of succession for the Presidency.

1126. Explain the function of the Cabinet.

1127. Relate political elections to processes used to choose leaders in the school and community.

1128. Contrast what it means to be a good citizen in the United States with what it means in an authoritarian society.

1129. Explain how the concept of federalism represented an effective compromise in the acceptance of the United States Constitution.

STANDARDS

H. The student will explain the interaction among science, technology and society.

SKILLS - The student will:

1157. Integrate information gained from reference materials with information gained through direct experience to develop understanding of environmental matters.

1158. Describe ways in which changes in the natural environment have caused problems for industry.

1159. Use relevant information to examine energy issues.

1160. Explain and evaluate some effects of technology on the relationship between human beings and the physical environment.

1161. Describe ways inventions have transmitted and spread from one people to another.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS

READING

Standards	BASIC SKILLS-The student will:	Grade Level(s)
#F - THE STUDENT WILL DEMONSTRATE THE APPROPRIATE SKILLS FOR OBTAINING INFORMATION.	24. Identify sets of words that are in alphabetical order.	5, 8
	25. Obtain appropriate information from pictures, maps, or signs.	5, 8, 11
	26. Obtain appropriate information from diagrams, tables, graphs, or schedules.	5, 8, 11
	27. Obtain appropriate information from indexes, tables of contents, or dictionary entries.	5, 8, 11
	28. Obtain appropriate information from commonly used forms.	8, 11
	29. Identify the appropriate source to obtain information using materials such as dictionaries, encyclopedias, atlases, directories and newspapers.	5, 8, 11

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS

MATHEMATICS

STANDARDS	BASIC SKILLS-The student will:		Grade Level(s)
#U - THE STUDENT WILL INTERPRET GRAPHS, TABLES, AND MAPS.	146.	Read and determine relationships described by bar graphs or pictographs.	8
	147.	Locate a point on a highway map.	8
	148.	Using a table of metric measures, convert within the metric system using the following units: mm, cm, m, km, mL, L, mg, g, and kg.	8
	149.	Read and determine relationships described by line graphs, circle graphs, or tables.	11
	150.	Find the approximate distance between two given points on a highway map, using a scale.	11

The Margaret K. Reynolds Building

KINDERGARTEN

SOCIAL STUDIES

BEST COPY AVAILABLE

COURSE TITLE

COURSE CODE NUMBER.....5021000

COURSE TITLE.....KINDERGARTEN SOCIAL STUDIES

GRADE LEVEL.....K

LENGTH OF COURSE.....1 Year

TEXTBOOK.....Gauvin, Kathleen S. and Reque, Barbara Radnor, Starting Out. (Lexington, Massachusetts: D. C. Heath and Company, 1987).

INTRODUCTION TO ELEMENTARY SOCIAL STUDIES CURRICULUM 1987

Notes to the teacher using this guide:

1. The guide is as chronological as the text would allow.

2. In order to provide instruction for all objectives presented in this curriculum, supplementary materials may be required.

3. The skills listed in the skills section of the course outline are integrated throughout the text.

4. The Free Enterprise/Consumer Education Standards of Excellence and Comprehensive Test of Basic Skills are referenced to those units where they most logically apply. Teachers may find these standards useful and applicable in other units.

5. Additional worksheets for Standards of Excellence objectives may be found in the Florida Department of Education Guide, Instructional Activities for Social Studies Student Performance Standards of Excellence for Florida Schools.

SUGGESTED TIME SCHEDULE FOR

KINDERGARTEN SOCIAL STUDIES

FIRST NINE WEEKS

Map and Globe Skills - (Supplement)
Learning About My World - Pages 1-22
Families - Pages 24-38
Columbus Day - Pages 114-115
Fall - Pages 102-103

SECOND NINE WEEKS

Helpers In My Community - Pages 40-58
Citizenship Skills - (Supplement)
Election Day - Pages 116-117
Thanksgiving - Pages 118-119
Season - Winter - Pages 104-105
New Year - Pages 120-121

THIRD NINE WEEKS

Famous Leaders - Pages 122-123
Transportation - Pages 62-73
Communication - Pages 74-77
Arbor Day - Pages 124-125
Spring - Pages 106-107

FOURTH NINE WEEKS

Economics (From Farm to Table) - Pages 78-92
Weather - Pages 94-98
Summer - Pages 108-109

KINDERGARTEN SOCIAL STUDIES

1.0 Skills
- 1.1 Map and Globe Skills
  - 1.1.1. Maps
  - 1.1.2. Globes
  - 1.1.3. Student's Place In the World
  - 1.1.4. Directional/ Locational Words
- 1.2 Charts and Graphs
- 1.3 Citizenship Skills
  - 1.3.1. Rules
  - 1.3.2. Rights
  - 1.3.3. Responsibilities
  - 1.3.4. National Holidays
  - 1.3.5. Pledge of Allegiance
  - 1.3.6. Flag
- 1.4 Study Skills
  - 1.4.1. Main Idea
  - 1.4.2. Classifying
  - 1.4.3. Sequencing
  - 1.4.4. Cause and Effect

2.0 Learning About My World
- 2.1 Body Awareness
- 2.2 Colors
- 2.3 Shapes
- 2.4 Five Senses
- 2.5 Feelings
- 2.6 Growth and Change

3.0 Families
- 3.1 Family Units
- 3.2 Needs
- 3.3 Homes
- 3.4 Jobs at Home

4.0 Helpers in My Community
- 4.1 Neighborhood
- 4.2 Community Rules
- 4.3 Jobs

5.0 Transportation
- 5.1 Safety
- 5.2 Kinds of Transportation

6.0 Communication
- 6.1 Kinds of Communication
- 6.2 Telephone

7.0 Seasons
- 7.1 Four Seasons

8.0 Economics
- 8.1 Goods
- 8.2 Services
- 8.3 Four Food Groups
- 8.4 Payment

COURSE TITLE: KINDERGARTEN SOCIAL STUDIES

UNIT 1.0: SKILLS

COUNTY COURSE OUTLINE:

1.1 Map and Globe Skills

- 1.1.1. Maps
- 1.1.2. Globes
- 1.1.3. Student's Place in the World
- 1.1.4. Directional/Locational Words

1.2 Charts and Graphs

1.3 Citizenship Skills

- 1.3.1. Rules
- 1.3.2. Rights
- 1.3.3. Responsibilities
- 1.3.4. National Holidays
- 1.3.5. Pledge of Allegiance
- 1.3.6. Flag

1.4 Study Skills

- 1.4.1. Main Idea
- 1.4.2. Classifying
- 1.4.3. Sequencing
- 1.4.4. Cause and Effect

COUNTY PERFORMANCE OBJECTIVES:

1.1. The student will demonstrate knowledge of maps and globes by:

1. recognizing that maps are small representations of places;
2. recognizing that the globe shows the shape of the Earth;
3. locating self in specific places in his/her school or classroom; and
4. using directional/locational words (i.e., up, down, left, right, rear, far).

1.2 The student will read simple charts and graphs.

1.3 The student will demonstrate knowledge of citizenship by:

1. recognizing a need for rules and laws;
2. recognizing and respecting the rights, opinions, and property of others;
3. describing his/her responsibilities in the classroom;
4. identifying national holidays;
5. demonstrating an awareness that the Pledge of Allegiance is a promise to give loyalty and respect to our country and its flag; and
6. identifying the American flag by its color and the stars and stripes.

1.4 The student will demonstrate knowledge of study skills by:

1. describing the main idea of a picture;
2. classifying information according to a given criteria;
3. verbally sequencing a past activity; and
4. discussing cause and effect in different situations.

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES:

None

STANDARDS OF EXCELLENCE:

A1002. Interpret information from a poll, table, graph or chart.

COMPREHENSIVE TESTS OF BASIC SKILLS:

None

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--READING:

None

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--MATHEMATICS:

None

TEXTBOOK REFERENCES:

Teacher's Edition, Starting Out, Pages 110-127 (Holidays)
Teacher's Edition, Worksheets 44 - 50, Pages 191-197
Pattern 23, Page 221

COURSE TITLE: KINDERGARTEN SOCIAL STUDIES

UNIT 2.0: LEARNING ABOUT MY WORLD

COUNTY COURSE OUTLINE:

2.1 Body Awareness

2.2 Colors

2.3 Shapes

2.4 Five Senses

2.5 Feelings

2.6 Growth and Change

COUNTY PERFORMANCE OBJECTIVES:

2.1 The student will identify likenesses and differences in self and others.

2.2 The student will name the eight basic colors.

2.3 The student will identify the basic shapes (i.e., circle, square, triangle and rectangle).

2.4 The student will identify the five senses (i.e., touch, sound, smell, taste, and hearing).

2.5 The student will identify basic emotions (i.e., happy, scared, sad, mad or angry).

2.6 The student will describe the physical changes that take place as he/she grows.

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES:

None

STANDARDS OF EXCELLENCE:

None

COMPREHENSIVE TESTS OF BASIC SKILLS:

None

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--READING:

None

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--MATHEMATICS:

None

TEXTBOOK REFERENCES:

Teacher's Edition, Starting Out, Pages 1-23
Teacher's Edition, Family Activity, Page 130
Teacher's Edition, Worksheets 1-10, Pages 142-151
Teacher's Edition, Patterns 1-4, Pages 199-202
Posters 1 and 2

COURSE TITLE: KINDERGARTEN SOCIAL STUDIES

UNIT 3.0: FAMILIES

COUNTY COURSE OUTLINE:

3.1 Family Units

3.2 Needs

3.3 Homes

3.4 Jobs at Home

COUNTY PERFORMANCE OBJECTIVES:

3.1 The student will describe the different types of family units.

3.2 The student will identify basic needs (i.e., food, clothing, shelter).

3.3 The student will describe different types of homes.

3.4 The student will give examples of jobs family members do at home.

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES:

None

STANDARDS OF EXCELLENCE:

F1103. List responsibilities associated with membership in voluntary or involuntary groups (e.g., family, school, community).

F1105. Identify advantages and disadvantages of competition in the family, in the school and in the community.

COMPREHENSIVE TESTS OF BASIC SKILLS:

None

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--READING:

None

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--MATHEMATICS:

None

TEXTBOOK REFERENCES:

Teacher's Edition, Starting Out - Pages 24-39
Teacher's Edition, Family Activity, Page 132
Teacher's Edition, Worksheets 11-16, Pages 153-158
Teacher's Edition, Patterns 5-8, Pages 203-206
Teacher's Edition, Posters 3 and 4

COURSE TITLE: KINDERGARTEN SOCIAL STUDIES

UNIT 4.0: HELPERS IN MY COMMUNITY

COUNTY COURSE OUTLINE:

4.1 Neighborhood

4.2 Community Rules

4.3 Jobs

COUNTY PERFORMANCE OBJECTIVES:

4.1 The student will name the city or town in which he/she lives.

4.2 The student will give examples of rules in his/her community.

4.3 The student will give examples of jobs performed by community helpers.

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES:

None

STANDARDS OF EXCELLENCE:

None

COMPREHENSIVE TESTS OF BASIC SKILLS:

None

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--READING:

None

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--MATHEMATICS:

None

TEXTBOOK REFERENCES:

Teacher's Edition, Starting Out, Pages 40-59
Teacher's Edition, Family Activity, Page 134
Teacher's Edition, Worksheets 17-24, Pages 160-167
Teacher's Edition, Patterns 9-12, Pages 207-210
Posters 5 and 6

COURSE TITLE: KINDERGARTEN SOCIAL STUDIES

UNIT 5.0: TRANSPORTATION

COUNTY COURSE OUTLINE:

5.1 Safety

5.2 Kinds of Transportation

COUNTY PERFORMANCE OBJECTIVES:

5.1 The student will name safety rules (i.e., bicycle, pedestrian and car).

5.2 The student will identify kinds of transportation (i.e., land, water, air, space).

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES:

J 47. Identify the different methods of transportation used to distribute goods and services.

STANDARDS OF EXCELLENCE:

None

COMPREHENSIVE TESTS OF BASIC SKILLS:

None

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--READING:

None

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--MATHEMATICS:

None

TEXTBOOK REFERENCES:

Teacher's Edition, Starting Out - Pages 60-73
Teacher's Edition, Family Activity, Page 136
Teacher's Edition, Worksheets 25-29, Pages 169-173
Teacher's Edition, Pattern 13, Page 211
Posters 7 and 8

COURSE TITLE: KINDERGARTEN SOCIAL STUDIES

UNIT 6.0: COMMUNICATION

COUNTY COURSE OUTLINE:

6.1 Kinds of Communication

6.2 Telephone

COUNTY PERFORMANCE OBJECTIVES:

6.1 The student will name three ways to communicate.

6.2 The student will state his/her telephone number.

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES:

None

STANDARDS OF EXCELLENCE:

None

COMPREHENSIVE TESTS OF BASIC SKILLS:

None

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--READING:

None

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--MATHEMATICS:

None

TEXTBOOK REFERENCES:

Teacher's Edition, Starting Out, Pages 74-77
Teacher's Edition, Worksheets 30-31, Pages 174 and 175

COURSE TITLE: KINDERGARTEN SOCIAL STUDIES

UNIT 7.0: SEASONS

COUNTY COURSE OUTLINE:

7.1 Four Seasons

COUNTY PERFORMANCE OBJECTIVES:

7.1 The student will name the four seasons (i.e., fall, winter, spring, and summer).

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES:

None

STANDARDS OF EXCELLENCE:

None

COMPREHENSIVE TESTS OF BASIC SKILLS:

None

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--READING:

None

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--MATHEMATICS:

None

TEXTBOOK REFERENCES:

Teacher's Edition, Starting Out - Pages 100-109
Teacher's Edition, Family Activity, Page 138
Teacher's Edition, Worksheets 39-43, Pages 185-189
Teacher's Edition, Poster 11

COURSE TITLE: KINDERGARTEN SOCIAL STUDIES

UNIT 8.0: ECONOMICS

COUNTY COURSE OUTLINE:

8.1 Goods

8.2 Services

8.3 Four Food Groups

8.4 Payment

COUNTY PERFORMANCE OBJECTIVES:

8.1 The student will classify pictures of consumer products into selected categories (i.e., things that grow, things that are manufactured).

8.2 The student will explain how goods are transported to the supermarket.

8.3 The student will name the four food groups.

8.4 The student will discuss the concept of paying for goods and services.

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES:

None

STANDARDS OF EXCELLENCE:

E 1085. Identify the impact of the flow of goods, services, information, money and people in one's own community.

COMPREHENSIVE TESTS OF BASIC SKILLS:

None

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--READING:

None

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--MATHEMATICS:

None

TEXTBOOK REFERENCES:

Teacher's Edition, Starting Out - Pages 80-93
Teacher's Edition, Family Activity - Page 140
Teacher's Edition, Worksheets 32-37 - Pages 177-182
Patterns 14-17 - Pages 212-215
Posters 9 and 10

The Margaret K. Reynolds Building

FIRST GRADE

SOCIAL STUDIES

BEST COPY AVAILABLE

COURSE TITLE

COURSE CODE NUMBER.....5021000

COURSE TITLE.....FIRST GRADE SOCIAL STUDIES

GRADE LEVEL.....1

LENGTH OF COURSE.....1 Year

TEXTBOOK.....Reque, Barbara Radnor, Homes and Neighbors. (Lexington, Massachusetts: D. C. Heath and Company, 1987).

INTRODUCTION TO ELEMENTARY SOCIAL STUDIES CURRICULUM 1987

Notes to the teacher using this guide:

1. The guide is as chronological as the text would allow.

2. In order to provide instruction for all objectives presented in this curriculum, supplementary materials may be required.

3. The skills listed in the skills section of the course outline are integrated throughout the text.

4. The Free Enterprise/Consumer Education Standards of Excellence and Comprehensive Test of Basic Skills are referenced to those units where they most logically apply. Teachers may find these standards useful and applicable in other units.

5. Additional worksheets for Standards of Excellence objectives may be found in the Florida Department of Education Guide, Instructional Activities for Social Studies Student Performance Standards of Excellence for Florida Schools.

SUGGESTED TIME SCHEDULE TO USE WITH

HOMES AND NEIGHBORHOODS

FIRST NINE WEEKS

Unit One - The Earth You Live On - Pages 8-31
Columbus Day - Pages 126-127

Unit Two - Families - Pages 32-51

SECOND NINE WEEKS

Unit Three - The Neighborhood - Pages 52-69
Thanksgiving - Pages 128-129
Christmas
Hannukah
New Year - Pages 130-131
Martin Luther King Day - Page 132
Lincoln - Page 133
Washington - Page 134
Our Country - Pages 138, 139

THIRD NINE WEEKS

Unit Four - School - Pages 70-87

FOURTH NINE WEEKS

Unit Five - Farm and Factory - Pages 88-103

Unit Six - Shopping Center - Pages 104-123

FIRST GRADE SOCIAL STUDIES

1.0 Skills
- 1.1 Maps and Globes
  - 1.1.1. Symbols
  - 1.1.2. Relative Location
  - 1.1.3. Measurement
  - 1.1.4. Comparison
  - 1.1.5. Recording
- 1.2 Graphs and Charts
- 1.3 Citizenship
  - 1.3.3. Rights
  - 1.3.2. Responsibilities
  - 1.3.3. Rules
  - 1.3.4. National Holidays
  - 1.3.5. Individual Contributions
  - 1.3.6. Group Contributions
  - 1.3.7. Pledge of Allegiance
  - 1.3.8. Flags
  - 1.3.9. Patriotic Songs
- 1.4 Study Skills
  - 1.4.1. Classification
  - 1.4.2. Sequence
  - 1.4.3. Main Idea
  - 1.4.4. Details

2.0 Earth
- 2.1 Land
  - 2.1.1. Elevation
  - 2.1.2. Landforms
  - 2.1.3. Use
- 2.2 Water
  - 2.2.1. Rivers, lakes, oceans
  - 2.2.2. Use
- 2.3 Air
  - 2.3.1. Wind
  - 2.3.2. Use
- 2.4 Climate
  - 2.4.1. Rainfall
  - 2.4.2. Temperature
- 2.5 Seasons
  - 2.5.1. Changes
  - 2.5.2. Sequence
- 2.6 Environments
  - 2.6.1. Homes
  - 2.6.2. Communities

3.0 Families
- 3.1 Kinds
- 3.2 Activities
- 3.3 Homes
  - 3.3.1. Differences
  - 3.3.2. Similarities
- 3.4 Needs
  - 3.4.1. Basic Needs
  - 3.4.2. Meeting Needs

4.0 Neighborhoods
- 4.1 Neighbors
- 4.2 Community Helpers

5.0 Schools
- 5.1 Student Role
- 5.2 School helpers

6.0 Economics
- 6.1 Property
- 6.2 Goods
- 6.3 Services

COURSE TITLE: FIRST GRADE SOCIAL STUDIES

UNIT 1.0: SKILLS

COUNTY COURSE OUTLINE:

1.1 Maps and Globes

- 1.1.1. Symbols
- 1.1.2. Relative Location
- 1.1.3. Measurement
- 1.1.4. Comparison
- 1.1.5. Recording

1.2 Graphs and Charts

1.3 Citizenship

- 1.3.1. Rights
- 1.3.2. Responsibilities
- 1.3.3. Rules
- 1.3.4. National Holidays
- 1.3.5. Individual Contributions
- 1.3.6. Group Contributions
- 1.3.7. Pledge of Allegiance
- 1.3.8. Flags
- 1.3.9. Patriotic Songs

1.4 Study Skills

- 1.4.1. Classification
- 1.4.2. Sequence
- 1.4.3. Main Idea
- 1.4.4. Details

COUNTY PERFORMANCE OBJECTIVES:

1.1 The student will demonstrate the ability to use maps and globes by:

1. interpreting picture symbols in a legend or key;
2. using the words up/down and/or forward/backward in relation to north and south;
3. using buildings, blocks, and/or streets to measure distances and areas;
4. comparing distance and size using terms such as nearer, farther, bigger, and smaller; and
5. recording data on a map using symbols.

1.2 The student will read and use simple charts and graphs.

1.3 The student will demonstrate an awareness of citizenship by:

1. recognizing that group members have rights;
2. recognizing that group members have responsibilities;
3. recognizing that all groups have rules;
4. identifying reasons for significant national holidays;
5. recognizing the contributions various people have made to the nation;
6. recognizing the contributions various groups have made to the nation.
7. explaining the importance of the Pledge of Allegiance ;
8. identifying the national and state flags; and
9. explaining the importance of patriotic songs.

1.4 The student will demonstrate study skills by:

1. classifying information based on selected criteria;
2. sequencing events;
3. identifying the main idea of a selection; and
4. locating details in a selection.

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES:

None

STANDARDS OF EXCELLENCE:

G1119. Define patriotism, list examples of patriotism and discuss why patriotism is important to a nation.

COMPREHENSIVE TESTS OF BASIC SKILLS:

None

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--READING:

None

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--MATHEMATICS:

None

TEXTBOOK REFERENCES:

Teacher's Edition, Homes and Neighborhoods - Pages 123a-141
Homes and Neighborhoods - Pages 124-141 (Holidays)
Resource Book: Worksheets 39-44
Outline Map 7
Unit Test 7

COURSE TITLE: FIRST GRADE SOCIAL STUDIES

UNIT 2.0: EARTH

COUNTY COURSE OUTLINE:

2.1 Land

- 2.1.1. Elevation
- 2.1.2. Landforms
- 2.1.3. Use

2.2 Water

- 2.2.1. Rivers, Lakes, Oceans
- 2.2.2. Use

2.3 Air

- 2.3.1. Wind
- 2.3.2. Use

2.4 Climate

- 2.4.1. Rainfall
- 2.4.2. Temperature

2.5 Seasons

- 2.5.1. Changes
- 2.5.2. Sequence

2.6 Environment

- 2.6.1. Homes
- 2.6.2. Communities

COUNTY PERFORMANCE OBJECTIVES:

2.1 The student will demonstrate an understanding of land by:

1. explaining the terms high and low;
2. comparing landforms in pictures; and
3. giving examples of ways people use land.

2.2 The student will demonstrate an understanding of water by:

1. identifying rivers, lakes and oceans in pictures; and
2. giving examples of ways people use water.

2.3 The student will demonstrate an understanding of air by:

1. identifying wind as moving air; and
2. giving examples of ways people use air.

2.4 The student will demonstrate an understanding of climate by:

1. comparing wet and dry places; and
2. comparing hot and cold places.

2.5 The student will demonstrate an understanding of seasons by:

1. giving examples of seasonal changes; and
2. naming seasons in sequence.

2.6 The student will demonstrate an understanding of environment by:

1. giving examples of kinds of homes that fit certain environments; and
2. comparing his/her community with others.

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES:

None

STANDARDS OF EXCELLENCE:

A1002. Interpret information from a poll, table, graph, or chart.

H1154. List a number of environmental factors which may affect the physical or emotional health of human beings.

COMPREHENSIVE TESTS OF BASIC SKILLS:

None

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--READING:

None

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--MATHEMATICS:

None

TEXTBOOK REFERENCES:

Teacher's Edition, Homes and Neighborhoods - Pages 7a-31
Homes and Neighborhoods - Pages 8-31
Resource Book: Worksheets 1-7
Outline Map 1
Unit 1 Test
Standards of Excellence Worksheets 3, 5, 7, 9, 11, 13, and 15

COURSE TITLE: FIRST GRADE SOCIAL STUDIES

UNIT 3.0: FAMILIES

COUNTY COURSE OUTLINE:

3.1 Kinds

3.2 Activities

3.3 Homes

- 3.3.1. Differences
- 3.3.2. Similarities

3.4 Needs

- 3.4.1. Basic Needs
- 3.4.2. Meeting Needs

COUNTY PERFORMANCE OBJECTIVES:

3.1. The student will give examples of different kinds of family groups.

3.2 The student will identify activities that families do together.

3.3. The student will describe homes by:

1. identifying ways home are different; and
2. identifying ways homes are similar.

3.4 The student will demonstrate that families have needs by:

1. identifying the basic needs of every family; and
2. giving examples of ways families meet basic needs.

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES:

None

STANDARDS OF EXCELLENCE:

E1086. Describe how groups of human beings develop their culture through interaction with their environment and other cultures.

F1103. List responsibilities associated with membership in voluntary or involuntary groups (e.g., family, school, community).

F1105. Identify advantages and disadvantages of competition in the family, in the school and in the community.

COMPREHENSIVE TESTS OF BASIC SKILLS:

None

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--READING:

None

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--MATHEMATICS:

None

TEXTBOOK REFERENCES:

Teacher's Edition,	Homes and Neighborhoods - Pages 31a-51
	Homes and Neighborhoods - Pages 32-51
Resource Book:	Worksheets 8-14
	Outline Map 2
	Unit 2 Test

COURSE TITLE: FIRST GRADE SOCIAL STUDIES

UNIT 4.0: NEIGHBORHOODS

COUNTY COURSE OUTLINE:

4.1 Neighbors

4.2 Community Helpers

COUNTY PERFORMANCE OBJECTIVES:

4.1 The student will explain how neighbors can cooperate.

4.2 The student will identify community helpers.

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES:

None

STANDARDS OF EXCELLENCE:

A1002. Interpret information from a poll, table, graph or chart.

C1036. Use a legend to interpret information on a map.

E1086. Describe how groups of human beings develop their culture through interaction with their environment and other cultures.

F1103. List responsibilities associated with membership in voluntary or involuntary groups (e.g., family, school, community).

F1105. Identify advantages and disadvantages of competition in the family, in the school and in the community.

COMPREHENSIVE TESTS OF BASIC SKILLS:

None

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--READING:

None

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--MATHEMATICS:

None

TEXTBOOK REFERENCES:

Teacher's Edition, Homes and Neighborhoods - Pages 51a-69
Homes and Neighborhoods - Pages 52-69

Resource Book: Worksheets 15-20
Outline Map 3
Unit Test 3
Standards of Excellence Worksheets 3, 5, 7, 9, 11, 13, and 15.

COURSE TITLE: FIRST GRADE SOCIAL STUDIES

UNIT 5.0: SCHOOLS

COUNTY COURSE OUTLINE:

5.1 Student Role

5.2 School Helpers

COUNTY PERFORMANCE OBJECTIVES:

5.1 The student will recognize his/her role within the school.

5.2 The student will identify school helpers.

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES:

None

STANDARDS OF EXCELLENCE:

E1086. Describe how groups of human beings develop their culture through interaction with their environment and other cultures.

F1103. List responsibilities associated with membership in voluntary or involuntary groups (e.g., family, school, community).

F1105. Identify advantages and disadvantages of competition in the family, in the school and in the community.

COMPREHENSIVE TESTS OF BASIC SKILLS:

None

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--READING:

None

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--MATHEMATICS:

None

TEXTBOOK REFERENCES:

Teacher's Edition, Homes and Neighborhoods - Pages 69a-87
Homes and Neighborhoods - Pages 70-87
Resource Book: Worksheets 21-26
Outline Map 4
Unit 4 Test
Standards of Excellence Worksheets 3, 5, 7, 9, 11, and 15.

COURSE TITLE: FIRST GRADE SOCIAL STUDIES

UNIT 6.0: ECONOMICS

COUNTY COURSE OUTLINE:

6.1 Property

6.2 Goods

6.3 Services

COUNTY PERFORMANCE OBJECTIVES:

6.1 The student will explain the difference between public and private property.

6.2 The student will explain that people produce goods for other people (e.g., farms and factories).

6.3 The student will explain that people provide services for other people (e.g., shopping centers).

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES:

A 1. Distinguish between private and public property.

A 12. Define consumer goods as items that are capable of satisfying a human want.

D 13. Define services as work done for others which does not produce goods.

J 47. Identify the different methods of transportation used to distribute goods and services.

K 49. Define consumers as users of goods and services.

STANDARDS OF EXCELLENCE:

A1002. Interpret information from a poll, table, graph, or chart.

E1085. Identify the impact of the flow of goods, services, information, money and people in one's own community.

COMPREHENSIVE TESTS OF BASIC SKILLS:

None

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--READING:

None

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--MATHEMATICS:

None

TEXTBOOK REFERENCES:

Teacher's Edition, Homes and Neighborhoods - Pages 87a-123
Homes and Neighborhoods - Pages 88-123

Resource Book:
Worksheets 27-38
Outline Maps 5, 6, 7
Unit Tests 5, 6, 7
Standards of Excellence Worksheets 3, 5, 7, 9, 11, and 13.

The Margaret K. Reynolds Building

SECOND GRADE

SOCIAL STUDIES

BEST COPY AVAILABLE

COURSE TITLE

COURSE CODE NUMBER.....5021000

COURSE TITLE.....SECOND GRADE SOCIAL STUDIES

GRADE LEVEL.....2

LENGTH OF COURSE.....1 Year

TEXTBOOK.....Reque, Barbara Radner, Neighborhoods and Communities. (Lexington, Massachusetts: D. C. Heath and Company, 1987).

INTRODUCTION TO ELEMENTARY SOCIAL STUDIES CURRICULUM 1987

Notes to the teacher using this guide:

1. The guide is as chronological as the text would allow.

2. In order to provide instruction for all objectives presented in this curriculum, supplementary materials may be required.

3. The skills listed in the skills section of the course outline are integrated throughout the text.

4. The Free Enterprise/Consumer Education Standards of Excellence and Comprehensive Test of Basic Skills are referenced to those units where they most logically apply. Teachers may find these standards useful and applicable in other units.

5. Additional worksheets for Standards of Excellence objectives may be found in the Florida Department of Education Guide, Instructional Activities for Social Studies Student Performance Standards of Excellence for Florida Schools.

COMPREHENSIVE TESTS OF BASIC SKILLS

The objectives tested at grade 2 on the CTBS are correlated in your curriculum guide. The following are statements of CTBS U category objectives.

Level	Objective Number	Statement of CTBS Category Objective
E	85	The student will demonstrate an understanding of the physical environment or the ability to interpret maps and globes.
E	86	The student will demonstrate an understanding of economic concepts, employment, technology, or commerce.
E	87	The student will demonstrate an understanding of historical persons, events, or eras.
E	88	The student will demonstrate an understanding of the structures or functions of government.
E	89	The student will demonstrate an understanding of the actions of individuals or groups in America or other societies.

SUGGESTED TIME SCHEDULE FOR
SECOND GRADE SOCIAL STUDIES

FIRST NINE WEEKS

Unit 1 - (Integrated throughout the curriculum)

Unit 2 - Pages 8-33

Unit 3 - (Begin) - Pages 34-157

SECOND AND THIRD NINE WEEKS

Unit 3 - Pages 34-157

FOURTH NINE WEEKS

Unit 4 - Pages 82-99

Unit 5 - Pages 34-157

SECOND GRADE SOCIAL STUDIES

1.0 Skills
- 1.1 Map and Globe Skills
  - 1.1.1. Symbols
  - 1.1.2. Keys or Legends
  - 1.1.3. North and South Poles
  - 1.1.4. Equator
  - 1.1.5. Four Cardinal Directions
  - 1.1.6. City
  - 1.1.7. State
  - 1.1.8. North America
  - 1.1.9. Map Routes
  - 1.1.10. Measuring
  - 1.1.11. Seasons
- 1.2 Gathering Information
  - 1.2.1. Charts
  - 1.2.2. Tables
  - 1.2.3. Graphs
  - 1.2.4. Timelines
- 1.3 Citizenship
  - 1.3.1. Rights
  - 1.3.2. Responsibilities
  - 1.3.3. National Holidays
  - 1.3.4. Individual Contributions
  - 1.3.5. Group Contributions
  - 1.3.6. Flag
  - 1.3.7. Stars and Stripes
  - 1.3.8. Pledge of Allegiance
  - 1.3.9. Patriotic Songs
- 1.4 Study Skills
  - 1.4.1. Details
  - 1.4.2. Main Ideas
  - 1.4.3. Classification
  - 1.4.4. Sequence
  - 1.4.5. Cause and Effect
  - 1.4.6. Comparing Relationships

2.0 Earth
- 2.1 Shape
- 2.2 Three Parts
  - 2.2.1. Land
  - 2.2.2. Water
  - 2.2.3. Air
- 2.3 Climates
- 2.4 Natural Resources
- 2.5 Ecology

3.0 Communities
- 3.1 Farms
  - 3.1.1. Characteristics
  - 3.1.2. Reasons Started
- 3.2 Cities
  - 3.2.1. Characteristics
  - 3.2.2. Reasons Started
- 3.3 Suburbs
  - 3.3.1. Characteristics
  - 3.3.2. Reasons Started
- 3.4 Characteristics of Countries
- 3.5 Comparison of Communities
  - 3.5.1. Recreation
  - 3.5.2. Community Helpers
  - 3.5.3. Jobs
  - 3.5.4. Individual Needs
  - 3.5.5. Community Needs
  - 3.5.6. Satisfying Needs
  - 3.5.7. Helping Each Other
  - 3.5.8. Ways of Dependency
  - 3.5.9. Communication
  - 3.5.10. Transportation
  - 3.5.11. Distribution
  - 3.5.12. Leaders
  - 3.5.13. Government

4.0 Rules and Laws
- 4.1 Rules
- 4.2 Laws
- 4.3 Why Laws Are Needed
- 4.4 Law Enforcement

5.0 Economics
- 5.1 Goods
- 5.2 Services
- 5.3 Currency
- 5.4 Consumers
- 5.5 Producers
- 5.6 Budgeting
- 5.7 Saving

COURSE TITLE: SECOND GRADE SOCIAL STUDIES

UNIT 1.0: SKILLS

COUNTY COURSE OUTLINE:

1.1 Map and Globe Skills

- 1.1.1. Symbols
- 1.1.2. Keys or Legends
- 1.1.3. North and South Poles
- 1.1.4. Equator
- 1.1.5. Four Cardinal Directions
- 1.1.6. City
- 1.1.7. State
- 1.1.8. North America
- 1.1.9. Map Routes
- 1.1.10. Measuring
- 1.1.11. Seasons

1.2 Gathering Information

- 1.2.1. Charts
- 1.2.2. Tables
- 1.2.3. Graphs
- 1.2.4. Timelines

1.3 Citizenship

- 1.3.1. Rights
- 1.3.2. Responsibilities
- 1.3.3. National Holidays
- 1.3.4. Individual Contributions
- 1.3.5. Group Contributions
- 1.3.6. Flag
- 1.3.7. Stars and Stripes
- 1.3.8. Pledge of Allegiance
- 1.3.9. Patriotic Songs

COUNTY PERFORMANCE OBJECTIVES:

1.1 The student will demonstrate the ability to read and use a map or globe by:

1. making map symbols;
2. using keys or legends;
3. locating the North and South Poles;
4. recognizing that the equator divides the Northern and Southern Hemispheres;
5. using the four cardinal directions (i.e., NSEW);

6. locating the city he or she lives in or the nearest city on a map;
7. locating Florida on a map;
8. locating North America on a map;
9. following a simple travel route;
10. measuring distances on a simple travel route; and
11. describing the characteristics of the four seasons.

1.2 The student will demonstrate knowledge of gathering information by:

1. making charts;
2. making tables;
3. using graphs; and
4. using timelines.

1.3 The student will demonstrate knowledge of citizenship skills by:

1. identifying the rights of citizenship;
2. identifying the responsibilities of citizenship;
3. identifying the reasons for national holidays;
4. recognizing the contributions various people have made to the nation;
5. recognizing the contributions various groups have made to the nation;
6. describing the flag of the United States;
7. explaining what the stars and stripes stand for on the American flag;
8. explaining the meaning of key phrases of the Pledge of Allegiance; and
9. recognizing the importance of patriotic songs.

1.4 The student will demonstrate knowledge of study skills by:

1. identifying details in a selection;
2. identifying main ideas in a selection;
3. classifying information based on selected criteria;
4. sequencing the order of events;
5. identifying the cause and effect of a relationship; and
6. comparing relationships.

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES:

None

STANDARDS OF EXCELLENCE:

A1001. Apply information from indexes, glossaries, copyright dates, appendixes, map lists and illustration lists to locate information.

A1002. Interpret information from a poll, table, graph or chart.

C1035. Construct and interpret time lines.

C1036. Use a legend to interpret information on a map.

C1037. Identify and label maps of local geographic regions.

F1103. List responsibilities associated with membership in voluntary or involuntary groups (e.g., family, school, community).

G1119. Define patriotism, list examples of patriotism and discuss why patriotism is important to a nation.

COMPREHENSIVE TESTS OF BASIC SKILLS:

E 85. The student will demonstrate an understanding of the physical environment or the ability to interpret maps and globes.

E 87. The student will demonstrate an understanding of historical persons, events, or eras.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--READING:

None

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--MATHEMATICS:

None

TEXTBOOK REFERENCES:

Teacher's Edition, Neighborhoods and Communities - Pages 3-166
Neighborhoods and Communities - Pages 3-165
Worksheets 1, 3, 5, 7, 9

COURSE TITLE: SECOND GRADE SOCIAL STUDIES

UNIT 2.0: EARTH

COUNTY COURSE OUTLINE

2.1 Shape

2.2 Three Parts

- 2.2.1. Land
- 2.2.2. Water
- 2.2.3. Air

2.3 Climates

2.4 Natural Resources

2.5 Ecology

COUNTY PERFORMANCE OBJECTIVES:

2.1 The student will describe the shape of the earth.

2.2 The student will demonstrate knowledge of the three parts of the earth by:

1. identifying examples of land (i.e., hills, mountains, plains, islands, valleys);
2. identifying examples of water (i.e., lakes, rivers, oceans); and
3. recognizing that air surrounds the earth.

2.3 The student will recognize that climates (i.e., usual weather) can affect people in communities.

2.4 The student will identify some natural resources (i.e., trees, water, coal, and sun).

2.5 The student will recognize that it is important to take care of natural resources.

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES:

None

STANDARDS OF EXCELLENCE:

C1036. Use a legend to interpret information on a map.

C1037. Identify and label maps of local geographic regions.

E1086. Describe how groups of human beings develop their culture through interaction with their environment and other cultures.

H1154. List a number of environmental factors which may affect the physical or emotional health of human beings.

COMPREHENSIVE TESTS OF BASIC SKILLS:

E 85. The student will demonstrate an understanding of the physical environment or the ability to interpret maps and globes.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--READING:

None

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--MATHEMATICS:

None

TEXTBOOK REFERENCES:

Teacher's Edition, Neighborhoods and Communities - Pages 7a-33
Neighborhoods and Communities - Pages 8-33
Resource Book: Worksheets - Pages 1-8
Outline Maps 1-2
Test - Unit 1

COURSE TITLE: SECOND GRADE SOCIAL STUDIES

UNIT 3.0: COMMUNITIES

COUNTY COURSE OUTLINE:

3.1 Farms

- 3.1.1. Characteristics
- 3.1.2. Reasons Started

3.2 Cities

- 3.2.1. Characteristics
- 3.2.2. Reasons Started

3.3 Suburbs

- 3.3.1. Characteristics
- 3.3.2. Reasons Started

3.4 Characteristics of Countries

3.5 Comparison of Communities

- 3.5.1. Recreation
- 3.5.2. Community Helpers
- 3.5.3. Jobs
- 3.5.4. Individual Needs
- 3.5.5. Community Needs
- 3.5.6. Satisfying Needs
- 3.5.7. Helping Each Other
- 3.5.8. Ways of Dependency
- 3.5.9. Communication
- 3.5.10. Transportation
- 3.5.11. Distribution
- 3.5.12. Leaders
- 3.5.13. Government

COUNTY PERFORMANCE OBJECTIVES:

3.1 The student will demonstrate knowledge of farm communities by:

1. recognizing the characteristics of farm communities; and
2. identifying the reason(s) why farm communities were started.

3.2. The student will demonstrate knowledge of cities by:

1. recognizing the characteristics of a city; and
2. identifying the reason(s) why cities were started.

3.3 The student will demonstrate knowledge of suburbs by:

1. recognizing the characteristics of suburbs; and
2. identifying the reason(s) suburbs were started.

3.4 The student will recognize the characteristics of countries.

3.5 The student will compare farms, cities, suburbs and countries by:

1. identifying forms of recreation;
2. identifying community helpers;
3. identifying jobs;
4. discussing the needs of individuals;
5. discussing the needs of communities;
6. describing how needs were/are met;
7. explaining ways people help each other;
8. explaining ways people depend on each other;
9. identifying forms of communication;
10. identifying forms of transportation;
11. explaining how products and services are distributed;
12. discussing how leaders are chosen; and
13. identifying that government provides specific services by collecting taxes.

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES:

None

STANDARDS OF EXCELLENCE:

A1004. Identify alternative solutions to problems and consider the consequences of each solution.

A1021. Use a few cluster data-events and specific date-events as points of orientation in time.

C1036. Use a legend to interpret information on a map.

C1037. Identify and label maps of local geographic regions.

E1085. Identify the impact of the flow of goods, services, information, money and people in one's own community.

E1086. Describe how groups of human beings develop their culture through interaction with their environment and other cultures.

F1103. List responsibilities associated with membership in voluntary or involuntary groups (e.g., family, school, community).

F1105. Identify advantages and disadvantages of competition in the family, in the school and in the community.

G1118. Cite reasons for the existence of government and laws.

G1119. Define patriotism, list examples of patriotism and discuss why patriotism is important to a nation.

H1154. List a number of environmental factors which may affect the physical or emotional health of human beings.

COMPREHENSIVE TESTS OF BASIC SKILLS:

E 85. The student will demonstrate an understanding of the physical environment or the ability to interpret maps and globes.

E 86. The student will demonstrate an understanding of economic concepts, employment, technology, or commerce.

E 87. The student will demonstrate an understanding of historical persons, events, or eras.

E 88. The student will demonstrate an understanding of the structures or functions of government.

E 89. The student will demonstrate an understanding of the actions of individuals or groups in American or other societies.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--READING:

None

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--MATHEMATICS:

None

TEXTBOOK REFERENCES:

Teacher's Edition, Neighborhoods and Communities - Pages 33a-157
Neighborhoods and Communities - Pages 34-157
Resource Book: Worksheets - Pages 9-47
Outline Maps 3-10
Tests - Units 1-8
Standards of Excellence Worksheets - 11, 13, 15, 17, 27, 29, 33, 35

COURSE TITLE: SECOND GRADE SOCIAL STUDIES

UNIT 4.0: RULES AND LAWS

COUNTY COURSE OUTLINE:

4.1 Rules

4.2 Laws

4.3 Why Laws Are Needed

4.4 Law Enforcement

COUNTY PERFORMANCE OBJECTIVES:

4.1 The student will give examples of rules.

4.2 The student will give examples of laws.

4.3 The student will recognize that laws are needed.

4.4. The student will recognize that laws must be obeyed.

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES:

None

STANDARDS OF EXCELLENCE:

A1103. List responsibilities associated with membership in voluntary or involuntary groups (e.g., family, school, and community).

G1118. Cite reasons for the existence of government and laws.

COMPREHENSIVE TESTS OF BASIC SKILLS:

E 88. The student will demonstrate an understanding of the of the structures or functions of government.

E 89. The student will demonstrate an understanding of the actions of individuals or groups in American or other societies.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--READING:

None

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--MATHEMATICS:

None

TEXTBOOK REFERENCES:

Teacher's Edition, Neighborhoods and Communities - Pages 81a-99, 112, 113, 116
Neighborhoods and Communities - Pages 82-99, 112, 113, 116

Resource Book: Worksheets - Pages 28, 34
Tests - Unit 5, 6

COURSE TITLE: SECOND GRADE SOCIAL STUDIES

UNIT 5.0: ECONOMICS

COUNTY COURSE OUTLINE:

5.1 Goods

5.2 Services

5.3 Currency

5.4 Consumers

5.5 Producers

5.6 Budgeting

5.7 Saving

COUNTY PERFORMANCE OBJECTIVES:

5.1 The student will recognize examples of goods.

5.2 The student will recognize examples of services.

5.3 The student will explain the importance of money.

5.4 The student will identify examples of consumers.

5.5 The student will identify examples of producers.

5.6 The student will describe why people cannot buy all the things they need or want.

5.7 The student will identify reasons for saving money.

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES:

None

STANDARDS OF EXCELLENCE:

E1085. Identify the impact of the flow of goods, services, information, money and people in one's own community.

COMPREHENSIVE TESTS OF BASIC SKILLS:

E 86. The student will demonstrate an understanding of economic concepts, employment, technology, or commerce.

E 89. The student will demonstrate an understanding of the actions of individuals or groups in American or other societies.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--READING:

None

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--MATHEMATICS:

None

TEXTBOOK REFERENCES:

Teacher's Edition, Neighborhoods and Communities - Pages 33a-157
Neighborhoods and communities - Pages 34-157
Resource Book: Worksheets 13, 15, 16, 20, 23
Tests - Units 3, 4, 6

The Margaret K. Reynolds Building

THIRD GRADE

SOCIAL STUDIES

BEST COPY AVAILABLE

COURSE TITLE

COURSE CODE NUMBER.....5021000

COURSE TITLE.....THIRD GRADE SOCIAL STUDIES

GRADE LEVEL.....3

LENGTH OF COURSE.....1 Year

TEXTBOOK.....Reque, Barbara Radner, Communities Large and Small. (Lexington, Massachusetts: D. C. Heath and Company, 1987).

INTRODUCTION TO ELEMENTARY SOCIAL STUDIES CURRICULUM 1987

Notes to the teacher using this guide:

1. The guide is as chronological as the text would allow.

2. In order to provide instruction for all objectives presented in this curriculum, supplementary materials may be required.

3. The skills listed in the skills section of the course outline are integrated throughout the text.

4. The Free Enterprise/Consumer Education Standards of Excellence and Comprehensive Test of Basic Skills are referenced to those units where they most logically apply. Teachers may find these standards useful and applicable in other units.

5. Additional worksheets for Standards of Excellence objectives may be found in the Florida Department of Education Guide, Instructional Activities for Social Studies Student Performance Standards of Excellence for Florida Schools.

COMPREHENSIVE TESTS OF BASIC SKILLS

The objectives tested at grade 3 on the CTBS are correlated in your curriculum guide. The following are statements of CTBS U category objectives.

Level	Objective Number	Statement of CTBS Category Objective
F	85	The student will demonstrate an understanding of the physical environment or the ability to interpret maps and globes.
F	86	The student will demonstrate an understanding of economic concepts, employment, technology, or commerce.
F	87	The student will demonstrate an understanding of historical persons, events, or eras.
F	88	The student will demonstrate an understanding of the structures or functions of government.
F	89	The student will demonstrate an understanding of the actions of individuals or groups in American or other societies.
F	90	The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology.

SUGGESTED TIME FRAME FOR USE WITH THIRD GRADE SOCIAL STUDIES GUIDE

For use with Heath Social Studies:

Communities Large and Small

Nine Weeks Period	Chapters	Unit
First Nine Weeks	Map Skills Unit Chapters 1-4	1
Second Nine Weeks	5-10	2, 3
Third Nine Weeks	11-14	4
Fourth Nine Weeks	15-18	5, 6

For use without Heath Social Studies:

Nine Weeks Period	Outline Units
First Nine Weeks	1.0 - 2.6
Second Nine Weeks	3.1 - 3.5
Third Nine Weeks	3.6 - 4.1
Fourth Nine Weeks	4.2 - 5.2

TOPICS IN THE THIRD GRADE SOCIAL STUDIES GUIDE
WHICH NEED SUPPLEMENTAL MATERIALS

4.1.2. Responsibilities of citizens should include the distinction between public and private property tied in with taxes.

4.2.1. Early history and establishment of government - biographical sketches.

4.2.7. National holidays.

COURSE OUTLINE

THIRD GRADE SOCIAL STUDIES

1.0 Skills

- 1.1 Maps and Globes
  - 1.1.1. Symbols
  - 1.1.2. Key
  - 1.1.3. Scale
  - 1.1.4. Cardinal Directions
  - 1.1.5. Continents
  - 1.1.6. Oceans
  - 1.1.7. Hemispheres
  - 1.1.8. Rotation
  - 1.1.9. Revolution
- 1.2 Study Skills
  - 1.2.1. Main Idea
  - 1.2.2. Details
  - 1.2.3. Classification
  - 1.2.4. Sequence
  - 1.2.5. Cause and Effect
  - 1.2.6. Vocabulary
  - 1.2.7. Decision Making
  - 1.2.8. Reference Skills
- 1.3 Citizenship
  - 1.3.1. Flag (Definition)
  - 1.3.2. Country's History
  - 1.3.3. Symbols
- 1.4 Gathering Information
  - 1.4.1. Tables
  - 1.4.2. Graphs
  - 1.4.3. Charts
  - 1.4.4. Timeline

2.0 Regions

- 2.1 Wetlands
- 2.2 Mountainous Areas
- 2.3 Coastal Areas
- 2.4 Deserts
- 2.5 Forests
- 2.6 Grasslands

3.0 Communities

- 3.1 Basic Needs
- 3.2 People
- 3.3 Environment
  - 3.3.1. Climate
  - 3.3.2. Natural Resources
- 3.4 Transportation
  - 3.4.1. Types
  - 3.4.2. Distribution
  - 3.4.3. Societal Impact
- 3.5 Communication
- 3.6 Economics
  - 3.6.1. Goods
  - 3.6.2. Services
  - 3.6.3. Producers
  - 3.6.4. Consumers
  - 3.6.5. Interdependence

4.0 Government

- 4.1 Local
  - 4.1.1. Rights of Citizens
  - 4.1.2. Responsibilities of Citizens
  - 4.1.3. Leaders
- 4.2 National
  - 4.2.1. History
  - 4.2.2. Rights of Citizens
  - 4.2.3. Responsibilities of Government
  - 4.2.4. Lawmaking
  - 4.2.5. Leaders
  - 4.2.6. Symbols
  - 4.2.7. Holidays

5.0 Countries

- 5.1 Comparison
- 5.2 Interdependence

COURSE TITLE: THIRD GRADE SOCIAL STUDIES

UNIT 1.0: SKILLS

COUNTY COURSE OUTLINE:

1.1 Map and Globes

- 1.1.1. Symbols
- 1.1.2. Key
- 1.1.3. Scale
- 1.1.4. Cardinal Directions
- 1.1.5. Continents
- 1.1.6. Oceans
- 1.1.7. Hemispheres
- 1.1.8. Rotation
- 1.1.9. Revolution

1.2 Study Skills

- 1.2.1. Main Idea
- 1.2.2. Details
- 1.2.3. Classification
- 1.2.4. Sequence
- 1.2.5. Cause and Effect
- 1.2.6. Vocabulary
- 1.2.7. Decision Making
- 1.2.8. Reference Skills

1.3 Citizenship

- 1.3.1. Flag (Definition)
- 1.3.2. Country's History
- 1.3.3. Symbols

1.4 Gathering Information

- 1.4.1. Tables
- 1.4.2. Graphs
- 1.4.3. Charts
- 1.4.4. Timeline

COUNTY PERFORMANCE OBJECTIVES:

1.1 The student will demonstrate the ability to use maps and globes by:

1. recognizing that a symbol is a drawing that stands for a real thing;
2. recognizing that a key tells what the symbols mean;
3. using a scale to show size or distance on a map;
4. identifying the four cardinal directions on a compass;
5. naming and locating the seven continents;
6. naming and locating the four oceans;

7. stating that the earth is divided into the Northern and Southern Hemispheres by the equator;
8. defining rotation as the cause of day and night; and
9. defining revolution as the cause of the seasons.

1.2 The student will demonstrate knowledge of study skills by:

1. recognizing main ideas in words and pictures;
2. recognizing supporting details in words and pictures;
3. classifying according to given criteria;
4. recalling a stated sequence of events;
5. recognizing the cause and effect of an event;
6. defining key vocabulary words;
7. using information in decision making; and
8. using references such as encyclopedias, atlases, and almanacs.

1.3 The student will demonstrate an understanding of the United States flag by:

1. defining the term flag;
2. discussing how the flag reminds citizens of their country's history; and
3. explaining what the symbols on the flag stand for.

1.4 The student will demonstrate the ability to gather information by:

1. identifying specific facts from tables;
2. identifying specific facts from graphs;
3. identifying specific facts from charts; and
4. labeling information on a time line.

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES:

None

STANDARDS OF EXCELLENCE:

A1001. Apply information from indexes, glossaries, copyright dates, appendixes, map lists and illustration lists to locate information.

A1002. Interpret information from a poll, table, graph or chart.

C1035. Construct and interpret time lines.

C1037. Identify and label maps of local geographic regions.

COMPREHENSIVE TESTS OF BASIC SKILLS:

F 85. The student will demonstrate an understanding of the physical environment or the ability to interpret maps and globes.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--READING:

F 25. Obtain appropriate information from pictures, maps, or signs.

F 26. Obtain appropriate information from diagrams, tables, graphs, or schedules.

F 27. Obtain appropriate information from indexes, tables of contents, or dictionary entries.

F 29. Identify the appropriate source to obtain information using materials such as dictionaries, encyclopedias, atlases, directories and newspapers.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--MATHEMATICS:

None

TEXTBOOK REFERENCES:

Teacher's Edition, Communities Large and Small, Pages 1a-7
Communities Large and Small, 2-7
Resource Book: Outline Maps 1-7
Skills Worksheet 1-3, 12-13
Reading Worksheets: Chapters 1-18 - Reinforce many of the skills but should be used in conjunction with the chapters.
Standards of Excellence Worksheets - Pages 3-6, 25-28, and 33-34

COURSE TITLE: THIRD GRADE SOCIAL STUDIES

UNIT: 2.0: REGIONS

COUNTY COURSE OUTLINE:

2.1 Wetlands

2.2 Mountainous Areas

2.3 Coastal Areas

2.4 Deserts

2.5 Forests

2.6 Grasslands

COUNTY PERFORMANCE OBJECTIVES:

2.1 The student will describe the Everglades.

2.2 The student will discuss the characteristics of mountains, valleys, and canyons.

2.3 The student will explain how weather can change a coastal environment.

2.4 The student will describe how the characteristics of a desert affect peoples' lives.

2.5 The student will describe how the characteristics of a forest affect peoples' lives.

2.6 The student will describe how the characteristics of a grassland affect peoples' lives.

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES:

None

STANDARDS OF EXCELLENCE:

A1004. Identify alternative solutions to problems and consider the consequences of each solution.

C1037. Identify and label maps of local geographic regions.

COMPREHENSIVE TESTS OF BASIC SKILLS:

F 87. The student will demonstrate an understanding of historical persons, events, or eras.

F 89. The student will demonstrate an understanding of the actions of individuals or groups in American or other societies.

F 90. The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--READING

F 25. Obtain appropriate information from pictures, maps, or signs.

F 26. Obtain appropriate information from diagrams, tables, graphs, or schedules.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--MATHEMATICS:

None

TEXTBOOK REFERENCES:

Teacher's Edition, Communities Large and Small - Pages 7a-67
Communities Large and Small - Pages 8-67
Resource Book: Skills Worksheets - Pages 4-5
Reading Worksheets Chapters 1-4; Tests Chapter 1-4 and Unit 1
Workbook - Pages 2-13

UNIT 3.0: COMMUNITIES

COUNTY COURSE OUTLINE:

3.1 Basic Needs

3.2 People

3.3 Environment

- 3.3.1. Climate
- 3.3.2. Natural Resources

3.4 Transportation

- 3.4.1. Types
- 3.4.2. Distribution
- 3.4.3. Societal Impact

3.5 Communication

3.6 Economics

- 3.6.1. Goods
- 3.6.2. Services
- 3.6.3. Producers
- 3.6.4. Consumers
- 3.6.6. Interdependence

COUNTY PERFORMANCE OBJECTIVES:

3.1 The student will describe how a dependable food supply and specific types of homes meet the needs of certain people (e.g., Aztecs).

3.2 The student will give examples of how people in the past and people today satisfy the same needs in different ways.

3.3 The student will demonstrate knowledge of how the physical environment makes a difference in the way people live and work by:

1. describing the effects of the climate; and
2. describing how natural resources are utilized.

3.4 The student will demonstrate knowledge of transportation by:

1. identifying different types of transportation;
2. relating how transportation is necessary for the distribution of goods; and
3. discussing how communities are linked by transportation.

3.5 The student will explain why many kinds of communication are needed to link communities.

3.6 The student will demonstrate knowledge of economics by:

1. defining the term goods by giving examples;
2. defining the term services by giving examples;
3. identifying producers;
4. identifying consumers; and
5. explaining how goods are exchanged with other places in order to meet the needs and wants of people.

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES:

D 12. Define consumer goods as items that are capable of satisfying a human want.

D 13. Define services as work done for others which does not produce goods.

D 14. Identify why scarcity requires choices.

J 47. Identify the different methods of transportation used to distribute goods and services.

J 48. Define distribution as the process for getting products from producers to consumers.

K 49. Define consumers as users of goods and services.

STANDARDS OF EXCELLENCE:

A1002. Interpret information from a poll, table, graph or chart.

A1003. Differentiate between actual observation and inference made from secondary sources.

A1004. Identify alternative solutions to problems and consider the consequences of each solution.

B1021. Use a few cluster data-events and specific date events as points of orientation in time.

D1055. Cite examples of capital goods.

D1056. Give possible reasons for rise or fall in prices.

E1086. Describe how groups of human beings develop their culture through interaction with their environment and other cultures.

F1104. Propose strategies for coping with situations arising from conflicting beliefs and values.

H1155. Describe the impact of various industries on the environment.

H1156. Identify individuals and groups whose inventions or innovations have significantly affected the lives of other human beings and describe their influences.

COMPREHENSIVE TESTS OF BASIC SKILLS:

F 85. The student will demonstrate an understanding of the physical environment or the ability to interpret maps and globes.

F 86. The student will demonstrate an understanding of economic concepts, employment, technology, or commerce.

F 87. The student will demonstrate an understanding of historical persons, events, or eras.

F 88. The student will demonstrate an understanding of the structures or functions of government.

F 89. The student will demonstrate an understanding of the actions of individuals or groups in American or other societies.

F 90. The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--READING:

F 25. Obtain appropriate information from pictures, maps, or signs.

F 26. Obtain appropriate information from diagrams, tables, graphs, or schedules.

F 27. Obtain appropriate information from indexes, tables of contents, or dictionary entries.

F 29. Identify the appropriate source to obtain information using materials such as dictionaries, encyclopedias, atlases, directories and newspapers.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--MATHEMATICS:

None

TEXTBOOK REFERENCES:

Teacher's Edition, Communities Large and Small - Pages 67a-143, 143C, 173-179
Communities Large and Small - Pages 68-143, 173-179
Resource Book: Skills Worksheets 6, 8-11, 13
Reading Worksheets Chapter 5-10, 13-14
Standards of Excellence Worksheets - Pages 7-14, 17, 19-22, 35-40, 45, 46
Tests: Chapter 5-10, 13-14, Unit 2-3
Workbook - Pages 14-34, 41-45

COURSE TITLE: THIRD GRADE SOCIAL STUDIES

UNIT 4.0: GOVERNMENT

COUNTY COURSE OUTLINE:

4.1 Local

- 4.1.1. Rights of Citizens
- 4.1.2. Responsibilities of Citizens
- 4.1.3. Leaders

4.2 National

- 4.2.1. History
- 4.2.2. Rights of Citizens
- 4.2.3. Responsibilities of Government
- 4.2.4. Lawmaking
- 4.2.5. Leaders
- 4.2.6. Symbols
- 4.2.7. Holidays

COUNTY PERFORMANCE OBJECTIVES:

4.1 The student will demonstrate knowledge of local government by:

1. describing the rights of citizens;
2. describing the responsibilities of citizens (e.g., paying taxes); and
3. discussing leadership roles.

4.2 The student will demonstrate knowledge of national government by:

1. discussing the early history of the United States government;
2. describing the rights of citizens;
3. describing the responsibilities of government;
4. discussing the lawmaking process;
5. explaining leadership roles;
6. identifying United States symbols; and
7. identifying significant national holidays.

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES:

A1. Distinguish between private and public property.

STANDARDS OF EXCELLENCE:

G1117. Define citizenship in a state or nation with the duties, rights privileges and responsibilities that go along with being a member.

G1118. Cite reasons for the existence of government and laws.

G1119. Define patriotism, list examples of patriotism and discuss why patriotism is important to a nation.

G1120. Explain the meaning of the Pledge of Allegiance.

COMPREHENSIVE TESTS OF BASIC SKILLS:

G 85. The student will demonstrate an understanding of the physical environment or the ability to interpret maps and globes.

G 87. The student will demonstrate an understanding of historical persons, events, or eras.

G 88. The student will demonstrate an understanding of the structures or functions of government.

G 89. The student will demonstrate an understanding of the actions of individuals or groups in American or other societies.

G 90. The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--READING:

F 25. Obtain appropriate information from pictures, maps, or signs.

F 26. Obtain appropriate information from diagrams, tables, graphs or schedules.

F 27. Obtain appropriate information from indexes, tables of contents, or dictionary entries.

F 29. Identify the appropriate information using materials such as dictionaries, encyclopedias, atlases, directories and newspapers.

TEXTBOOK REFERENCES:

Teacher's Edition, Communities Large and Small - Pages 143a-171, 199a-215
Communities Large and Small - Pages 144-171, 200-215
Resource Book: Reading Worksheets Chapter 11, 12, 15
Standards of Excellence - Pages 27, 49, 51, 53, 55, 57
Tests - Chapter 11, 12, 15, Unit 4
Workbook - Pages 35-40, 47-49

COURSE TITLE: THIRD GRADE SOCIAL STUDIES

UNIT 5.0: COUNTRIES

COUNTY COURSE OUTLINE:

5.1 Comparison

5.2 Interdependence

COUNTY PERFORMANCE OBJECTIVES:

5.1 The student will recognize that similarities and differences exist between countries (i.e., United States, Mexico, and Canada).

5.2 The student will explain how people in many countries work together to help make the earth a better place to live.

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES:

D 15. Identify energy resources.

STANDARDS OF EXCELLENCE:

E1086. Describe how groups of human beings develop their culture through interaction with their environment and other cultures.

F1104. Propose strategies for coping with situations arising from conflicting beliefs and values.

G1117. Define citizenship in a state or nation with the duties, rights, privileges and responsibilities that go along with being a member.

G1119. Define patriotism, list examples of patriotism and discuss why patriotism is important to a nation.

H1155. Describe the impact of various industries on the environment.

H1156. Identify individuals and groups whose inventions or innovations have significantly affected the lives of other human beings and describe their influences.

COMPREHENSIVE TESTS OF BASIC SKILLS:

G 85. The student will demonstrate an understanding of the physical environment or the ability to interpret maps and globes.

G 86. The student will demonstrate an understanding of economic concepts, employment, technology, or commerce.

G 88. The student will demonstrate an understanding of the structures or functions of government.

G 89. The student will demonstrate an understanding of the actions of individuals or groups in American or other societies.

G 90. The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--READING:

F 25. Obtain appropriate information from pictures, maps, or signs.

F 29. Identify the appropriate source to obtain information using materials such as dictionaries, encyclopedias, atlases, directories and newspapers.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--MATHEMATICS:

None

TEXTBOOK REFERENCES:

Teacher's Edition, Communities Large and Small - Pages 199c-199f, 216-229, 229a-229f, 230-253
Resource Book: . Communities Large and Small - Pages 216-229
Reading Worksheets Chapter 16
Standards of Excellence Worksheets - Tests - Chapters 16-18, Unit 6
Workbook - Pages 50-57

The Margaret K. Reynolds Building

FOURTH GRADE

SOCIAL STUDIES

BEST COPY AVAILABLE

COURSE TITLE

COURSE CODE NUMBER..... 5021000

COURSE TITLE.....FOURTH GRADE SOCIAL STUDIES

GRADE LEVEL.....4

LENGTH OF COURSE.....1 Year

TEXTBOOK.....Hagans, Gloria P., Regions Near and Far. (Lexington, Massachusetts: D.C. Heath and Company, 1987).

Galante, Nancy, Exploring Florida. (Lexington, Massachusetts: D.C. Heath and Company, 1987).

INTRODUCTION TO ELEMENTARY SOCIAL STUDIES CURRICULUM 1987

Notes to the teacher using this guide:

1. The guide is as chronological as the text would allow.

2. In order to provide instruction for all objectives presented in this curriculum, supplementary materials may be required.

3. The skills listed in the skills section of the course outline are integrated throughout the text.

4. The Free Enterprise/Consumer Education Standards of Excellence and Comprehensive Test of Basic Skills are referenced to those units where they most logically apply. Teachers may find these standards useful and applicable in other units.

5. Additional worksheets for Standards of Excellence objectives may be found in the Florida Department of Education Guide, Instructional Activities for Social Studies Student Performance Standards of Excellence for Florida Schools.

COMPREHENSIVE TESTS OF BASIC SKILLS

The objectives tested at grade 4 on the CTBS are correlated in your curriculum guide. The following are statements of CTBS U category objectives.

Level	Objective Number	Statement of CTBS Category Objective
G	85	The student will demonstrate an understanding of the physical environment or the ability to interpret maps and globes.
G	86	The student will demonstrate an understanding of economic concepts, employment, technology, or commerce.
G	87	The student will demonstrate an understanding of historical persons, events, or eras.
G	88	The student will demonstrate an understanding of the structures or functions of government.
G	89	The student will demonstrate an understanding of the actions of individuals or groups in American or other societies.
G	90	The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology.

SUGGESTED TIME SCHEDULE FOR

FOURTH GRADE SOCIAL STUDIES AND FLORIDA STUDIES

FIRST NINE WEEKS

Unit 1 - Pages 2 - 11
Unit 2 - Pages 12 - 67

SECOND NINE WEEKS

Unit 3 - Pages 68 - 115
Unit 4 - Pages 116 - 165
Unit 5 - (Begin) Activity Text

THIRD NINE WEEKS

Unit 5 - (Continue) Activity Text
Unit 6 - Pages 116 - 213
Unit 7 - Pages 215 - 261

FOURTH NINE WEEKS

Unit 8 - Pages 262 - 307
Unit 9 - Pages 308 - 355
Unit 10 - Pages 356 - 395

FOURTH GRADE SOCIAL STUDIES

- 1.0 Skills
  - 1.1 Map and Globe Skills
    - 1.1.1. Legends and Scales
    - 1.1.2. Directions
    - 1.1.3. Grids
    - 1.1.4. Mapping
    - 1.1.5. Latitude and Longitude
  - 1.2 Study Skills
    - 1.2.1. Main Idea
    - 1.2.2. Details
    - 1.2.3. Outlining
    - 1.2.4. Comparison
    - 1.2.5. Sequence
    - 1.2.6. Graphs, Tables, and Diagrams
    - 1.2.7. Timeline
  - 1.3 Citizenship
    - 1.3.1. State Symbols
    - 1.3.2. State Capitol
    - 1.3.3. Governor
    - 1.3.4. Rights and Responsibilities
- 2.0 Earth
  - 2.1 Topography
    - 2.1.1. Land
    - 2.1.2. Water
  - 2.2 Weather
    - 2.2.1. Seasons
    - 2.2.2. Effect of Seasons
    - 2.2.3. Influence of Air
    - 2.2.4. Effects of Climate on the Earth
  - 2.3 Countries
    - 2.3.1. Government
    - 2.3.2. People
    - 2.3.3. Natural Resources
- 3.0 Northeastern United States
  - 3.1 History
    - 3.1.1. Iroquois
    - 3.1.2. Colonists
    - 3.1.3. Early Manufacturing
  - 3.2 Employment
    - 3.2.1. Factory Jobs
    - 3.2.2. Service Jobs
    - 3.2.3. Using Land and Water Resources
  - 3.3 Living in the Northeast
    - 3.3.1. People
    - 3.3.2. Cities
- 4.0 Southeastern United States
  - 4.1 History
    - 4.1.1. Influence of Cash Crop Farming
    - 4.1.2. Plantations and Small Farms
    - 4.1.3. Civil War
    - 4.1.4. Results of Civil War
  - 4.2 Employment
    - 4.2.1. Farming
    - 4.2.2. Lumbering, Fishing and Mining
    - 4.2.3. Factory and Service Jobs
  - 4.3 Living in the Southeast
    - 4.3.1. People
    - 4.3.2. Cities
- 5.0 Florida Study
  - 5.1 Introduction to Florida
    - 5.1.1. Symbols
    - 5.1.2. Location
  - 5.2 Natural Environment
    - 5.2.1. Land
    - 5.2.2. Water
    - 5.2.3. Climate
    - 5.2.4. Resources
  - 5.3 Government
    - 5.3.1. Formation
    - 5.3.2. Operation
  - 5.4 Early History
    - 5.4.1. Indians
    - 5.4.2. Explorers
    - 5.4.3. Settlers
  - 5.5 A Time of Conflicts
    - 5.5.1. Wars
    - 5.5.2. Statehood
    - 5.5.3. Reconstruction

FOURTH GRADE SOCIAL STUDIES

- 5.6 Growth
  - 5.6.1. Transportation
  - 5.6.2. Industry and Farming
  - 5.6.3. Tourism
  - 5.6.4. Space
- 5.7 Employment
  - 5.7.1. Farming
  - 5.7.2. Tourism
  - 5.7.3. Manufacturing
- 5.8 Living in Florida
  - 5.8.1. People
  - 5.8.2. Cities
  - 5.8.3. Special Interests

6.0 Middle Western United States
- 6.1 History
  - 6.1.1. Development of Forest Areas
  - 6.1.2 Development of Grassland Areas
  - 6.1.3. Effect of Farming
- 6.2 Employment
  - 6.2.1. Farming
  - 6.2.2. Mining
  - 6.2.3. Factory and Service Jobs
- 6.3 Living in the Middle West
  - 6.3.1. People
  - 6.3.2. Cities

7.0 Southwestern United States
- 7.1 History
  - 7.1.1. Pueblo Indians
  - 7.1.2. Pueblo Life
  - 7.1.3. Spanish Influence
  - 7.1.4. U. S. Settlers
- 7.2 Employment
  - 7.2.1. Ranching & Farming
  - 7.2.2. Mining
  - 7.2.3. Factory and Service Jobs
- 7.3 Living in the Southwest
  - 7.3.1. People
  - 7.3.2. Cities

8.0 The Rocky Mountain Region of the United States
- 8.1 History
  - 8.1.1. Shoshoni Indians
  - 8.1.2. U. S. Explorers
  - 8.1.3. Gold Rush
- 8.2 Employment
  - 8.2.1. Farming
  - 8.2.2. Mining
  - 8.2.3. Factory and Service Jobs
- 8.3 Living in the Rocky Mountain Region
  - 8.3.1. People
  - 8.3.2. Cities

9.0 The Pacific Coast Region of the United States
- 9.1 History
  - 9.1.1. Early Settlers
  - 9.1.2. Spanish Settlers
  - 9.1.3. U.S. Settlers
- 9.2 Employment
  - 9.2.1. Farming
  - 9.2.2. Fishing, Lumbering, and Mining
  - 9.2.3. Factory and Service Jobs
- 9.3 Living in the Pacific Coast Region
  - 9.3.1. People
  - 9.3.2. Cities

10.0 Regions Around the World
- 10.1 Forest Lands
  - 10.1.1. Characteristics
  - 10.1.2. Locations
- 10.2 Grasslands
  - 10.2.1. Characteristics
  - 10.1.1. Locations
- 10.3 Dry Lands
  - 10.3.1. Characteristics
  - 10.3.2. Locations

COURSE TITLE: FOURTH GRADE SOCIAL STUDIES

UNIT 1.0: SKILLS

COUNTY COURSE OUTLINE:

1.1 Map and Globe Skills

- 1.1.1. Legends and Scales
- 1.1.2. Directions
- 1.1.3. Grids
- 1.1.4. Mapping
- 1.1.5. Latitude and Longitude

1.2 Study Skills

- 1.2.1. Main Idea
- 1.2.2. Details
- 1.2.3. Outlining
- 1.2.4. Comparison
- 1.2.5. Sequence
- 1.2.6. Graphs, Tables, and Diagrams
- 1.2.7. Timeline

1.3. Citizenship

- 1.3.1. State Symbols
- 1.3.2. State Capitol
- 1.3.3. Governor
- 1.3.4. Rights and Responsibilities

COUNTY PERFORMANCE OBJECTIVES:

1.1 The student will demonstrate knowledge of map and globe skills by:

1. selecting specific facts from maps using legends and scales;
2. identifying cardinal/intermediate directions on maps and globes;
3. using a grid to locate various places on a map;
4. identifying the differences between a map and a globe;
5. using latitude and longitude to find locations on a map or globe; and
6. labeling information on a timeline.

1.2 The student will demonstrate knowledge of study skills by:

1. identifying the main idea of selected paragraphs;
2. identifying details included in selected paragraphs;
3. organizing information by developing an outline;
4. recognizing similarities and differences in comparing relationships;
5. recalling stated sequence of events;
6. identifying specific facts using graphs, tables, and/or diagrams; and
7. labeling information on a timeline.

1.3 The student will demonstrate knowledge of citizenship by:

1. identifying the state symbols of Florida (i.e., flag, song, bird, tree, flower, emblem, motto, and seal);
2. locating the capitol;
3. identifying the current governor; and
4. discussing individual rights and responsibilities of citizens.

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES:

None

STANDARDS OF EXCELLENCE:

A1005. Select appropriate references for objectives using the following sources of information: an encyclopedia, newspaper, magazine, almanac, data table, and atlas.

C1038. Demonstrate the ability to use cardinal and intercardinal directions.

C1039. Compute distance between points on maps.

C1040. Locate and compare places using latitude and longitude.

C1041. Interpret map insets to note differences in scale and true location.

C1043. Use a variety of special purpose maps, graphs, and charts to compare various regions.

E1088. Describe the natural environment as a single, integrated global system.

COMPREHENSIVE TESTS OF BASIC SKILLS:

E 85. The student will demonstrate an understanding of the physical environment or the ability to interpret maps and globes.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--READING:

F 24. Identify sets of words that are in alphabetical order.

F 25. Obtain appropriate information from pictures, maps, or signs.

F 26. Obtain appropriate information from diagrams, tables, graphs, or schedules.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--MATHEMATICS:

U 146. Read and determine relationships described by bar graphs or pictographs.

U 147. Locate a point on a highway map.

U 150. Find the approximate distance between two given points on a highway map using a scale.

TEXTBOOK REFERENCES:

Teacher's Edition, Regions Near and Far - Pages 1a-11
Regions Near and Far - Pages 2-11
Resource Book: Skills Worksheet 5

COURSE TITLE: FOURTH GRADE SOCIAL STUDIES

UNIT 2.0: EARTH

COUNTY COURSE OUTLINE:

2.1 Topography

- 2.1.1. Land
- 2.1.2. Water

2.2 Weather

- 2.2.1. Seasons
- 2.2.2. Effects of Seasons
- 2.2.3. Influence of Air
- 2.2.4. Effects of Climate on the Earth

2.3 Countries

- 2.3.1. Government
- 2.3.2. People
- 2.3.3. Natural Resources

COUNTY PERFORMANCE OBJECTIVES:

2.1 The student will demonstrate comprehension of the earth's topography by:

1. recognizing that bodies of land are of different shapes and sizes; and
2. recognizing that bodies of water are of different sizes and shapes.

2.2 The student will demonstrate knowledge of the earth's weather by:

1. explaining why we have seasons;
2. explaining how seasons affect the way people live;
3. explaining how air movement affects weather; and
4. explaining the relationship between climate and vegetation.

2.3 The student will show an understanding of the concept of countries by:

1. recognizing the need for a government;
2. recognizing that people are united by physical and cultural boundaries; and
3. recognizing that natural resources influence settlement of a country.

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES:

None

STANDARDS OF EXCELLENCE:

A1005. Select appropriate references for objectives using the following sources of information: an encyclopedia, newspaper, magazine, almanac, data table, and atlas.

C1038. Demonstrate the ability to use cardinal and intercardinal directions.

C1039. Compute distance between points on maps.

C1040. Locate and compare places using latitude and longitude.

C1041. Interpret map insets to note differences in scale and true location.

C1043. Use a variety of special purpose maps, graphs, and charts to compare various regions.

C1045. Explain the causes of seasons.

E1088. Describe the natural environment as a single integrated global system.

COMPREHENSIVE TESTS OF BASIC SKILLSS:

E 85. The student will demonstrate an understanding of the physical environment or the ability to interpret maps and globes.

E 88. The student will demonstrate an understanding of the structures or functions of government.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--READING:

F 25. Obtain appropriate information from pictures, maps or signs.

F 26. Obtain appropriate information from diagrams, tables, graphs or schedules.

F 27. Obtain appropriate information from indexes, tables of contents or dictionary entries.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--MATHEMATICS:

U 146. Read and determine relationships described by bar graphs or pictographs.

U 147. Locate a point on a highway map.

U 150. Find the appropriate distance between two given points on a highway map, using a scale.

TEXTBOOK REFERENCES:

Teacher's Edition,	Regions Near and Far - Pages 11a-67
	Regions Near and Far - Pages 12-67
Resource Book:	Skills Worksheet 6; Reading Worksheets 1-3
	Chapter Tests 1,2,3, and Unit Test 1
	Workbook - Pages 2-12

COURSE TITLE: FOURTH GRADE SOCIAL STUDIES

UNIT 3.0: NORTHEASTERN UNITED STATES

COUNTY COURSE OUTLINE:

3.1 History

- 3.1.1. Iroquois
- 3.1.2. Colonists
- 3.1.3. Early Manufacturing

3.2 Employment

- 3.2.1. Factory Jobs
- 3.2.2. Service Jobs
- 3.2.3. Using Land and Water Resources

3.3 Living in the Northeast

- 3.3.1. People
- 3.3.2. Cities

COUNTY PERFORMANCE OBJECTIVES:

3.1 The student will demonstrate knowledge of the history of the Northeast by:

1. recognizing that the lives of the Iroquois changed with the seasons;
2. recognizing how the spread of colonization affected this area; and
3. recognizing the changes brought about by early manufacturing.

3.2 The student will demonstrate knowledge of the major ways people in the Northeast make a living by:

1. discussing the importance of factory jobs;
2. discussing the importance of service jobs; and
3. discussing the importance of jobs provided by water and land resources.

3.3 The student will demonstrate knowledge of life in the Northeast today by:

1. giving reasons why the people settled the Northeast in search of opportunity; and
2. discussing reasons for the location and growth of Northeastern cities.

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES:

A 5. Define competition as the effort of two or more parties to secure the business of a third party.

D 13. Define services as work done for others which does not produce goods.

D 16. Define producer as a maker of goods or a performer of services.

D 17. Define production as the creation of goods or services.

D 18. Distinguish between producers of goods and performers of services.

F 29. Name some methods of economic exchange.

U 88. Identify how money serves as a medium of exchange.

STANDARDS OF EXCELLENCE:

B1025. Explain why changes occur at various rates.

C1044. Plan a trip using a highway map to detail distance, direction, location, time, and activities.

D1059. Demonstrate how differences in the distribution of resources affect production decisions.

D1062. Identify how individual, family, and community demands may conflict with preserving the environment.

COMPREHENSIVE TESTS OF BASIC SKILLS:

E 85. The student will demonstrate an understanding of the physical environment or the ability to interpret maps and globes.

E 86. The student will demonstrate an understanding of economic concepts, employment, technology, or commerce.

E 87. The student will demonstrate an understanding of historical persons, events, or eras.

E 89. The student will demonstrate an understanding of the actions of individuals or groups in American or other societies.

E 90. The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--READING:

F 25. Obtain appropriate information from pictures, maps, or signs.

F 26. Obtain appropriate information from diagrams, tables, graphs, or schedules.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--MATHEMATICS:

None

TEXTBOOK REFERENCES:

Teacher's Edition, Regions Near and Far - Pages 67a-115
Regions Near and Far - Pages 68-115
Resource Book: Skills Worksheets 7-8
Standards of Excellence Worksheet #41
Reading Worksheets - Pages 4-6
Chapter Tests 4-6
Unit Test 2
Workbook - Pages 13-24

COURSE TITLE: FOURTH GRADE SOCIAL STUDIES

UNIT 4.0: SOUTHEASTERN UNITED STATES

COUNTY COURSE OUTLINE:

4.1 History

- 4.1.1. Influence of Cash Crop Farming
- 4.1.2. Plantations and Small Farms
- 4.1.3. Civil War
- 4.1.4. Results of Civil War

4.2 Employment

- 4.2.1. Farming
- 4.2.2. Lumbering, Fishing, and Mining
- 4.2.3. Factory and Service Jobs

4.3 Living in the Southeast

- 4.3.1. People
- 4.3.2. Cities

COUNTY PERFORMANCE OBJECTIVES:

4.1 The student will demonstrate knowledge of the history of the Southeast by:

1. listing the cash crops that influenced the development of the area;
2. describing characteristics of life and work on plantations and small farms;
3. explaining the reasons why the Civil War occurred; and
4. explaining some major results of the Civil War.

4.2 The student will demonstrate knowledge of the major ways people in the Southeast make a living by:

I. discussing the importance of farming;
2. discussing the importance of lumbering, fishing, and mining; and
3. discussing the importance of factory and service jobs.

4.3 The student will demonstrate knowledge of life in the Southeast today by:

1. giving reasons why people settled in the Southeast; and
2. discussing reasons for the location and growth of Southeastern cities.

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES:

None

STANDARDS OF EXCELLENCE:

B1025. Explain why changes occur at various rates.

D1059. Demonstrate how differences in the distribution of resources affect production decisions.

D1062. Identify how individual, family and community demands may conflict with preserving the environment.

COMPREHENSIVE TESTS OF BASIC SKILLS:

E 85. The student will demonstrate an understanding of the physical environment or the ability to interpret maps and globes.

E 86. The student will demonstrate an understanding of economic concepts, employment, technology, or commerce.

E 87. The student will demonstrate an understanding of historical persons, events, or eras.

E 89. The student will demonstrate an understanding of the actions of individuals or groups in American or other societies.

E 90. The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--READING:

F 25. Obtain appropriate information from pictures, maps, or signs.

F 26. Obtain appropriate information from diagrams, tables, graphs, or schedules.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--MATHEMATICS:

None

TEXTBOOK REFERENCES:

Teacher's Edition, Regions Near and Far - Pages 115a-165
Regions Near and Far - Pages 116-165
Resource Book: Skills Worksheets 9-10
Reading Worksheets 7-9
Chapter Tests 7-9
Unit Test 3
Workbook - Pages 25-34

COURSE TITLE: FOURTH GRADE SOCIAL STUDIES

UNIT 5.0: FLORIDA STUDY

COUNTY COURSE OUTLINE:

5.1 Introduction to Florida

- 5.1.1. Symbols
- 5.1.2. Location

5.2 Natural Environment

- 5.2.1. Land
- 5.2.2. Water
- 5.2.3. Climate
- 5.2.4. Resources

5.3 Government

- 5.3.1. Formation
- 5.3.2. Operation

5.4 Early History

- 5.4.1. Indians
- 5.4.2. Explorers
- 5.4.3. Settlers

5.5 A Time of Conflicts

- 5.5.1. Wars
- 5.5.2. Statehood
- 5.5.3. Reconstruction

5.6 Growth

- 5.4.1. Transportation
- 5.4.2. Industry and Farming
- 5.4.3. Tourism
- 5.4.4. Space

5.7 Employment

- 5.7.1. Farming
- 5.7.2. Tourism
- 5.7.3. Manufacturing

5.8 Living in Florida

- 5.8.1. People
- 5.8.2. Cities
- 5.8.3. Special Interests

COUNTY PERFORMANCE OBJECTIVES:

5.1 The student will demonstrate knowledge of Florida's symbols and location by:

1. drawing Florida symbols; and
2. locating Florida on a map.

5.2 The student will demonstrate knowledge of Florida's natural environment by:

1. identifying land regions;
2. identifying water ways;
3. describing Florida's changing climate; and
4. giving examples of Florida's natural resources.

5.3 The student will demonstrate knowledge of Florida's government by:

1. discussing the formation of state and local governments; and
2. discussing the operation of government.

5.4 The student will demonstrate knowledge of Florida's early history by:

1. describing how early Indians lived;
2. identifying the early explorers that came to Florida; and
3. discussing the influence on Florida of different kinds of settlements.

5.5 The student will demonstrate knowledge of Florida's years of conflict by:

1. discussing the various wars that occurred in Florida;
2. identifying the steps to statehood; and
3. discussing the Reconstruction years.

5.6 The student will demonstrate knowledge of Florida's growth by:

1. recognizing the importance of transportation;
2. discussing the impact of industry and farming on Florida's growth;
3. recognizing that tourism has become a big economic force in Florida's growth; and
4. recognizing that the space program has spotlighted the state of Florida.

5.7 The student will demonstrate knowledge of the major ways people in Florida make a living by:

1. discussing the importance of farming;
2. discussing the numerous jobs provided by the tourist trade; and
3. discussing the importance of jobs in manufacturing.

5.8 The student will demonstrate knowledge of life in Florida today by:

1. giving reasons why Florida's population is changing;
2. discussing reasons for the location and growth of Florida's major cities; and
3. identifying some of the special interests of Florida, such as universities, museums, and special events.

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES:

The following Objectives are in the Student Museum curriculum:

D 12. Define consumer goods as items that are capable of satisfying a human want.

D 13. Define service as work done for others which does not produce goods.

D 16. Define producer as a maker of goods or a performer of services.

D 17. Define production as the creation of goods or services.

F 30. Define specialization as individuals or groups concentrating on one job rather than attempting to do many jobs.

I 45. Define advertising as a means to inform people about a firm's products or services, or to persuade people to purchase a firm's goods or services rather than those produced by a competitor.

K 50. Define consumption as the use of goods and services.

M 60. Define savings as income which is not spent for consumer goods or services but is set aside for future use.

M 61. Name reasons why people save.

M 63. Define credit as a promise to pay in the future for goods, services or money received now.

T 82. Define taxes as money paid by individuals and businesses to local, state or national governments to pay for goods and services.

STANDARDS OF EXCELLENCE:

The following Standards are in the Student Museum curriculum:

A1010. Given a specific topic, evaluate sources of information in terms of reliability.

A1011. Draw inferences from historical and contemporary evidence.

B1023. Compare different time lines to understand time relationships among separate events and developments.

B1024. Explain the impact of major historical figures and groups on major state, national and world events.

D1057. Explain how credit cards are used; cite the advantages and disadvantages of their use.

D1060. Cite examples of how technology and technological change have affected production decisions.

E1087. Identify similarities in the historical exsperiences of different groups and societies.

E1089. Explain how the lifestyles of different cultures have different impacts upon their environment.

E1090. Compare and contrast cultures in relationship to their process of decision-making.

F1107. Infer beliefs and values from patterns of behaviors.

H1160. Explain and evaluate some effects of technology on the relationship between human beings and the physical environment.

H1161. Describe ways inventions have transmitted and spread from one people to another.

(Text - Activity Book)

B1022. Identify major national and world historical figures and their impact on historical events.

COMPREHENSIVE TESTS OF BASIC SKILLS:

E 85. The student will demonstrate an understanding of the physical environment or the ability to interpret maps and globes.

E 86. The student will demonstrate an understanding of economic concepts, employment, technology, or commerce.

E 87. The student will demonstrate an understanding of historical persons, events, or eras.

E 88. The student will demonstrate an understanding of the structures or functions of government.

E 89. The student will demonstrate an understanding of the actions of individuals or groups in American or other societies.

E 90. The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--READING:

F 25. Obtain appropriate information for pictures, maps, or signs.

F 26. Obtain appropriate information from diagrams, tables, graphs, or schedules.

F 29. Identify the appropriate source to obtain information using materials such as dictionaries, encyclopedias, atlases, directories, and newspapers.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--MATHEMATICS:

None

TEXTBOOK REFERENCES:

Teacher's Edition, Exploring Florida Activity - Pages 1-137
Exploring Florida Activity - Pages 1-137
Chapter Reviews - Pages 12-13, 30-31, 42-43, 58-59, 80-81, 94-95, 106-107, 120-121, 136-137.

COURSE TITLE: FOURTH GRADE SOCIAL STUDIES

UNIT 6.0: MIDDLE WESTERN UNITED STATES

COUNTY COURSE OUTLINE:

6.1 History

- 6.1.1. Development of Forest Areas
- 6.1.2. Development of Grassland Areas
- 6.1.3. Effect of Farming

6.2 Employment

- 6.2.1. Farming
- 6.2.2. Mining
- 6.2.3. Factory and Service Jobs

6.3 Living in the Middle West

- 6.3.1. People
- 6.3.2. Cities

COUNTY PERFORMANCE OBJECTIVES:

6.1 The student will demonstrate knowledge of the history of the Middle Western United States by:

1. describing how the pioneers' movement affected the life of the Indians;
2. explaining how the Sioux used the grasslands; and
3. explaining the effects of farming on the area.

6.2 The student will demonstrate knowledge of the major ways people in the Middle West make a living by:

1. discussing the importance of farming;
2. discussing the importance of mining; and
3. discussing the importance of factory and service jobs.

6.3 The student will demonstrate knowledge of life in the Middle West today by:

1. giving reasons why the people settled in the Middle West; and
2. discussing reasons for the location and growth of Middle Western cities.

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES:

None

STANDARDS OF EXCELLENCE:

B1025. Explain why changes occur at various rates.

B1026. Identify causes and consequences of specific historical events.

D1059. Demonstrate how differences in the distribution of resources affect production decisions.

D1062. Identify how individual, family and community demands may conflict with preserving the environment.

COMPREHENSIVE TESTS OF BASIC SKILLS:

E 85. The student will demonstrate an understanding of the physical environment or the ability to interpret maps and globes.

E 86. The student will demonstrate an understanding of economic concepts, employment, technology, or commerce.

E 87. The student will demonstrate an understanding of historical persons, events, or eras.

E 89. The student will demonstrate an understanding of the actions of individuals or groups in American or other societies.

E 90. The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--READING:

F 25. Obtain appropriate information from pictures, maps, or signs.

F 26. Obtain appropriate information from diagrams, tables, graphs or schedules.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--MATHEMATICS:

None

TEXTBOOK REFERENCES:

Teacher's Edition, Regions Near and Far - Pages 166-213
Regions Near and Far - Pages 165a-213
Resource Book: Skills Worksheets 11-12
Standards of Excellence Worksheet #31
Reading Worksheets 10-12
Chapter Tests 10-12
Unit Test 4
Workbook - Pages 35-43

COURSE TITLE: FOURTH GRADE SOCIAL STUDIES

UNIT 7.0: SOUTHWESTERN UNITED STATES

COUNTY COURSE OUTLINE:

7.1 History

- 7.1.1. Pueblo Indians
- 7.1.2. Pueblo Life
- 7.1.3. Spanish Influence
- 7.1.4. U. S. Settlers

7.2 Employment

- 7.2.1. Ranching and Farming
- 7.2.2. Mining
- 7.2.3. Factory and Service Jobs

7.3 Living in the Southwest

- 7.3.1. People
- 7.3.2. Cities

COUNTY PERFORMANCE OBJECTIVES:

7.1 The student will demonstrate knowledge of the history of the Southwest by:

1. locating on a map where Pueblo Indians lived;
2. discussing how the Pueblos lived;
3. identifying causes and effects of Spanish exploration in the Southwest; and
4. describing how the Southwest became part of the United States.

7.2 The student will demonstrate knowledge of the major ways people in the Southwest make a living by:

1. discussing the importance of ranching and farming;
2. discussing the importance of mining; and
3. discussing the importance of factory and service jobs.

7.3 The student will demonstrate a knowledge of life in the Southwest today by:

1. giving reasons why people settled in the Southwest; and
2. discussing reasons for the location and growth of the Southwestern cities.

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES:

None

STANDARDS OF EXCELLENCE:

A1007. Construct a detailed outline using correct form.

B1023. Compare different time lines to understand time relationships among separate events and developments.

B1025. Explain why changes occur at various rates.

D1059. Demonstrate how differences in the distribution of resources affect production decisions.

D1062. Identify how individual, family and community demands may conflict with perserving the environment.

COMPREHENSIVE TESTS OF BASIC SKILLS:

E 85. The student will demonstrate an understanding of the physical environment or the ability to interpret maps and globes.

E 86. The student will demonstrate an understanding of economic concepts, employment, technology, or commerce.

E 87. The student will demonstrate an understanding of historical persons, events, or eras.

E 89. The student will demonstrate an understanding of the actions of individuals or groups in American or other societies.

E 90. The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--READING:

F 25. Obtain appropriate information from pictures, maps, or signs.

F 26. Obtain appropriate information from diagrams, tables, graphs, or schedules.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--MATHEMATICS:

None

TEXTBOOK REFERENCES:

Teacher's Edition, Regions Near and Far - Pages 213f-261
Regions Near and Far - Pages 214-261
Resource Book: Skills Worksheets 13-14
Standards of Excellence Worksheet 19
Reading Worksheets 13-15
Chapter Tests 13-15
Unit Test 5

COURSE TITLE: FOURTH GRADE SOCIAL STUDIES

UNIT 8.0: THE ROCKY MOUNTAIN REGION OF THE UNITED STATES

COUNTY COURSE OUTLINE:

8.1 History

- 8.1.1. Shoshoni Indians
- 8.1.2. U.S. Explorers
- 8.1.3. Gold Rush

8.2 Employment

- 8.2.1. Farming
- 8.2.2. Mining
- 8.2.3. Factory and Service Jobs

8.3 Living in the Rocky Mountain Region

- 8.3.1. People
- 8.3.2. Cities

COUNTY PERFORMANCE OBJECTIVES:

8.1 The student will demonstrate knowledge of the history of the Rocky Mountain Region by:

1. describing ways in which the Shoshoni used resources of the Great Basin;
2. tracing the journey of Lewis and Clark; and
3. recognizing why the discovery of gold brought people to the Rocky Mountain Region.

8.2 The student will demonstrate knowledge of the major ways people in the Rocky Mountain Region make a living by:

1. discussing the importance of farming;
2. discussing the importance of mining; and
3. discussing the importance of factory and service jobs.

8.3 The student will demonstrate knowledge of life in the Rocky Mountain Region today by:

1. giving reasons why people settled in the Rocky Mountain Region; and
2. discussing reasons for the location and growth of Rocky Mountain cities.

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES:

None

STANDARDS OF EXCELLENCE:

B1025. Explain why changes occur at various rates.

D1059. Demonstrate how differences in the distribution of resources affect production decisions.

D1062. Identify how individual, family and community demands may conflict with perserving the environment.

COMPREHENSIVE TESTS OF BASIC SKILLS:

E 85. The student will demonstrate an understanding of the physical environment or the ability to interpret maps or globes.

E 86. The student will demonstrate an understanding of economic concepts, employment, technology, or commerce.

E 87. The student will demonstrate an understanding of historical persons, events, or eras.

E 89. The student will demonstrate an understanding of the actions of individuals or groups in American or other societies.

E 90. The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science and sociology.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--READING:

F 25. Obtain appropriate information from pictures, maps, or signs.

F 26. Obtain appropriate information from diagrams, tables, graphs, or schedules.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SHCOOLS--MATHEMATICS:

None

TEXTBOOK REFERENCES:

Teacher's Edition, Regions Near and Far - Pages 261a-307
Regions Near and Far - Pages 262-307
Resource Book: Skills Worksheets 15-16
Standards of Excellence Worksheet 39
Reading Worksheets 16-18
Chapter Tests 16-18
Unit Test 6
Workbook - Pages 56-64

COURSE TITLE: FOURTH GRADE SOCIAL STUDIES

UNIT 9.0: THE PACIFIC COAST REGION OF THE UNITED STATES

COUNTY COURSE OUTLINE:

9.1 History

- 9.1.1. Early Settlers
- 9.1.2. Spanish Settlers
- 9.1.3. U.S. Settlers

9.2 Employment

- 9.2.1. Farming
- 9.2.2. Fishing, Lumbering, and Mining
- 9.2.3. Factory and Service Jobs

9.3 Living in the Pacific Coast Region

- 9.3.1. People
- 9.3.2. Cities

COUNTY PERFORMANCE OBJECTIVES:

9.1 The student will demonstrate knowledge of the history of the Pacific Coast Region by:

1. explaining how the lives of the early settlers were influenced by the resources of the land;
2. explaining the early Spanish influence on California; and
3. giving reasons why many people from the United States moved to the Pacific Coast region.

9.2 The student will demonstrate knowledge of the major ways people in the Pacific Coast region make a living by:

1. discussing the importance of farming;
2. discussing the importance of fishing, lumbering, and mining; and
3. discussing the importance of factory and service jobs.

9.3 The student will demonstrate knowledge of life in the Pacific Coast Region today by:

1. giving reasons why the people settled in the Pacific Coast Region; and
2. discussing reasons for the location and growth of the Pacific Coast cities.

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES:

None

STANDARDS OF EXCELLENCE:

B1025. Explain why changes occur at various rates.

D1059. Demonstrate how differences in the distribution of resources affect production decisions.

D1062. Identify how individual, family and community demands may conflict with preserving the environment.

COMPREHENSIVE TESTS OF BASIC SKILLS:

E 85. The student will demonstrate an understanding of the physical environment or the ability to interpret maps and globes.

E 86. The student will demonstrate an understanding of economic concepts, employment, technology, or commerce.

E 87. The student will demonstrate an understanding of historical persons, events, or eras.

E 89. The student will demonstrate an understanding of the actions of individuals or groups in American or other societies.

E 90. The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA--READING:

F 25. Obtain appropriate information from pictures, maps, or signs.

F 26. Obtain appropriate information from diagrams, tables, graphs, or schedules.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--MATHEMATICS:

None

TEXTBOOK REFERENCES:

Teacher's Edition, Regions Near and Far - Pages 207a-355
Regions Near and Far - Pages 208-355

Resource Book: Skills Worksheets 17-18
Reading Worksheets 19-21
Chapter Test 19-21
Unit Test 7

Workbook - Pages 65-77

COURSE TITLE: FOURTH GRADE SOCIAL STUDIES

UNIT 10:0: REGIONS AROUND THE WORLD

COUNTY COURSE OUTLINE:

10.1 Forest Lands

10.1.1. Characteristics
10.1.2. Locations

10.2 Grasslands

10.2.1. Characteristics
10.2.2. Locations

10.3 Dry Lands

10.3.1. Characteristics
10.3.2. Locations

COUNTY PERFORMANCE OBJECTIVES:

10.1 The student will demonstrate knowledge of the characteristics of forest lands by:

1. listing major characteristics of forest lands; and
2. locating on a map countries that have forest regions such as Japan, Austria, and Liberia.

10.2 The student will demonstrate knowledge of the characteristics of grasslands by:

1. listing major characteristics of grasslands; and
2. locating on a map countries that have grassland regions such as the Ukraine, Spain, and Argentina.

10.3 The student will demonstrate knowledge of the characteristics of dry lands by:

1. listing major characteristics of dry land regions; and
2. locating on a map countries that have dry land regions such as Saudi Arabia, Australia, and Lapland.

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES:

None

STANDARDS OF EXCELLENCE:

C1042. Recognize examples of calendars used by different cultures.

COMPREHENSIVE TESTS OF BASIC SKILLS:

E 85. The student will demonstrate an understanding of the physical environment or the ability to interpret maps and globes.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--READING:

F 25. Obtain appropriate information from pictures, maps, or signs.

F 26. Obtain appropriate information from diagrams, tables, graphs or schedules.

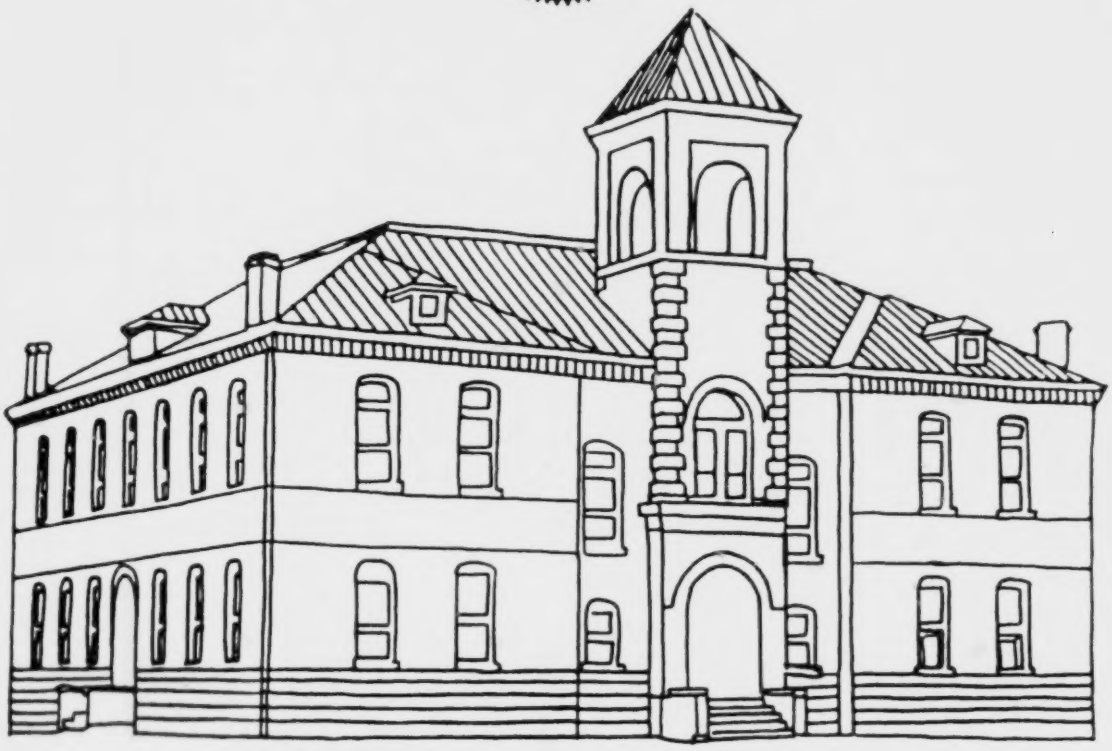
F 29. Identify the appropriate source to obtain information using materials such as dictionaries, encyclopedias, atlases, directories, and newspapers.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--MATHEMATICS:

None

TEXTBOOK REFERENCES:

Teacher's Edition, Regions Near and Far - Pages 355a-395
Regions Near and Far - Pages 356-395
Resource Books: Skills worksheets 19, 20
Reading Worksheets 22-24
Chapter Tests 22, 23, 24 and Unit Test 8
Workbook - Pages 78-86



The Margaret K. Reynolds Building

FIFTH GRADE

SOCIAL STUDIES

BEST COPY AVAILABLE

COURSE TITLE

COURSE CODE NUMBER.....5021000

COURSE TITLE.....FIFTH GRADE SOCIAL STUDIES

GRADE LEVEL.....5

LENGTH OF COURSE.....1 Year

TEXTBOOK.....McAuley, Karen and Wilson, Richard Hall, The United States Past to Present. (Lexington, Massachusetts Toronto: D. C. Heath and Company, 1987).

INTRODUCTION TO ELEMENTARY SOCIAL STUDIES CURRICULUM 1987

Notes to the teacher using this guide:

1. The guide is as chronological as the text would allow.

2. In order to provide instruction for all objectives presented in this curriculum, supplementary materials may be required.

3. The skills listed in the skills section of the course outline are integrated throughout the text.

4. The Free Enterprise/Consumer Education Standards of Excellence and Comprehensive Test of Basic Skills are referenced to those units where they most logically apply. Teachers may find these standards useful and applicable in other units.

5. Additional worksheets for Standards of Excellence objectives may be found in the Florida Department of Education Guide, Instructional Activities for Social Studies Student Performance Standards of Excellence for Florida Schools.

COMPREHENSIVE TESTS OF BASIC SKILLS

The objectives tested at grade 5 on the CTBS are correlated in your curriculum guide. The following are statements of CTBS V category objectives.

Level	Objective Number	Statement of CTBS Category Objective
G	85	The student will demonstrate an understanding of the physical environment or the ability to interpret maps and globes.
G	86	The student will demonstrate an understanding of economic concepts, employment, technology, or commerce.
G	87	The student will demonstrate an understanding of historical persons, events, or eras.
G	88	The student will demonstrate an understanding of the structures or functions of government.
G	89	The student will demonstrate an understanding of the actions of individuals or groups in American or other societies.
G	90	The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology.

SUGGESTED TIME SCHEDULE TO USE WITH
THE UNITED STATES PAST TO PRESENT

FIRST NINE WEEKS

Units 1.0 - 5.0 - Skills - Colonial Growth

SECOND NINE WEEKS

Units 6.0 - 9.0 - The Revolution - Westward Movement

THIRD NINE WEEKS

Units 10.0 - 16.0 - Causes of the Civil War - The Great Depression

FOURTH NINE WEEKS

Units 17.0 - 22.0 - World War II - American Neighbors

FIFTH GRADE SOCIAL STUDIES

- 1.0 Skills
  - 1.1 Map and Globe
    - 1.1.1. Legend
    - 1.1.2. Scale
    - 1.1.3. Direction
    - 1.1.4. Grid
    - 1.1.5. Latitude and Longitude
    - 1.1.6. Maps
    - 1.1.7. Movement-Earth
    - 1.1.8. Vocabulary
  - 1.2 Study Skills
    - 1.2.1. Historical References
    - 1.2.2. Taking Notes
    - 1.2.3. Outlining
    - 1.2.4. Summarizing
    - 1.2.5. Fact/Opinion
    - 1.2.6. Inference
    - 1.2.7. Cause and Effect
  - 1.3 Citizenship
    - 1.3.1. United States Flag
    - 1.3.2. Star Spangled Banner
    - 1.3.3. Flag Etiquette
- 2.0 Native American
  - 2.1 Land Bridge
    - 2.1.1. Definition
    - 2.1.2. Importance
  - 2.2 Culture
- 3.0 Discovery and Exploration
  - 3.1 Background in Europe
    - 3.1.1. Marco Polo
    - 3.1.2. Portugal
  - 3.2 Vikings
  - 3.3 Spanish
  - 3.4 French
  - 3.5 Dutch
  - 3.6 English
    - 3.6.1. Cabot
    - 3.6.2. Jamestown, Plymouth
    - 3.6.3. Pilgrims, Mayflower
- 4.0 Colonization
  - 4.1 Daily Life
    - 4.1.1. New England
    - 4.1.2. Southern
    - 4.1.3. Middle
- 5.0 Colonial Growth
  - 5.1 Education
  - 5.2 Government
- 6.0 The Revolution
  - 6.1 French and Indian War
  - 6.2 The Revolutionary War
    - 6.2.1. Taxes
    - 6.2.2. Boston Massacre
    - 6.2.3. Boston Tea Party
  - 6.3 War Begins
    - 6.3.1. Lexington and Concord
    - 6.3.2. Bunker Hill
    - 6.3.3. Paul Revere
  - 6.4 Declaration of Independence
  - 6.5 Loyalists and Patriots
  - 6.6 Valley Forge
  - 6.7 Yorktown
- 7.0 A Plan of Government
  - 7.1 State Governments
    - 7.1.1. Branches
    - 7.1.2. Bill of Rights
    - 7.1.3. Minority Rights
  - 7.2 Articles of Confederation
  - 7.3 The Constitution
    - 7.3.1. National Branches
    - 7.3.2. Compromises
    - 7.3.3. Checks and Balances
    - 7.3.4. Constitution at Work
  - 7.4 Ratification
- 8.0 National Growth
  - 8.1 Trade Circles
  - 8.2 Cotton Gin
  - 8.3 Factories
    - 8.3.1. Importance
    - 8.3.2. Growth

COURSE OUTLINE

FIFTH GRADE SOCIAL STUDIES

- 9.0 Westward Movement
  - 9.1 Routes
    - 9.1.1. Location
    - 9.1.2. Travel
  - 9.2 Frontier Lands
  - 9.3 Beyond the Mississippi
    - 9.3.1. Louisiana Purchase
    - 9.3.2. Lewis & Clark
    - 9.3.3. War of 1812
    - 9.3.4. Texas Independence
    - 9.3.5. Oregon
    - 9.3.6. Utah
  - 9.4 War with Mexico
- 10.0 Causes of the Civil War
  - 10.1 Tarriff
  - 10.2 Slavery
  - 10.3 Missouri Compromise
  - 10.4 Compromise of 1850
  - 10.5 Abolitionists
  - 10.6 Kansas-Nebraska Act
- 11.0 Civil War
  - 11.1 Secession
  - 11.2 Comparison of Resources
  - 11.3 Major Battles
    - 11.3.1 Fort Sumter
    - 11.3.2. Gettysburg, Vicksburg
    - 11.3.3. Sherman's March
  - 11.4 Surrender
  - 11.5 Reconstruction
    - 11.5.1 Problems
    - 11.5.2 Solutions
- 12.0 The Last Frontier
  - 12.1 Railroads
  - 12.2 Changing Society
    - 12.2.1. Cowboys
    - 12.1.1. Farmers
- 13.0 Industrial Revolution
  - 13.1 Industrial Growth
    - 13.1.1. Edison
    - 13.1.2. Carnegie
    - 13.1.3. Ford
  - 13.2 Improving American Life
- 14.0 Rise to World Power
  - 14.1 Spanish American War
  - 14.2 Expansion
    - 14.2.1. Alaska
    - 14.2.2. Hawaii
    - 14.2.3. World Trade
  - 14.3 World War I
- 15.0 Equality
  - 15.1 Women
  - 15.2 Indians
  - 15.3 Blacks
- 16.0 The Great Depression
  - 16.1 Causes
  - 16.2 Social Conditions
- 17.0 World War II
  - 17.1 Hitler
  - 17.2 Pearl Harbor
  - 17.3 War in Europe
  - 17.4 Hiroshima/Nagasaki
- 18.0 Cold War
  - 18.1 Korea
  - 18.2 Vietnam
  - 18.3 International Relations
- 19.0 Technology
  - 19.1 Space
  - 19.2 Computers
- 20.0 Civil Rights
  - 20.1 Segregation
  - 20.2 Martin Luther King, Jr.
  - 20.3 Minorities
- 21.0 The United States Today
  - 21.1 Northeast
  - 21.2 South
  - 21.3 Middle West
  - 21.4 West
- 22.0 American Neighbors
  - 22.1 Canada
  - 22.2 Latin America

COURSE TITLE: THE UNITED STATES POST TO PRESENT

UNIT 1.0: SKILLS

COUNTY COURSE OUTLINE:

1.1 Map and Globe

- 1.1.1. Legend
- 1.1.2. Scale
- 1.1.3. Direction
- 1.1.4. Grid
- 1.1.5. Latitude and Longitude
- 1.1.6. Maps
- 1.1.7. Movement - Earth
- 1.1.8. Vocabulary

1.2 Study Skills

- 1.2.1. Historical References
- 1.2.2. Taking Notes
- 1.2.3. Outlining
- 1.2.4. Summarizing
- 1.2.5. Fact/Opinion
- 1.2.6. Inference
- 1.2.7. Cause and Effect

1.3 Citizenship

- 1.3.1. United States Flag
- 1.3.2. Star Spangled Banner
- 1.3.3. Flag Etiquette

COUNTY PERFORMANCE OBJECTIVES:

1.1 The student will demonstrate map and globe skills by:

1. identifying specific facts from legends;
2. estimating distance using a scale;
3. locating cardinal/intermediate directions;
4. locating points on a grid;
5. reading accurately latitude and longitude;
6. interpreting various types of maps;
7. recognizing Earth's movement process; and
8. correctly using vocabulary covered in text.

1.2 The student will demonstrate knowledge of study skills by:

1. locating two appropriate sources of information on a given subject;
2. taking notes from various sources;
3. outlining selected areas of a story;
4. summarizing historical information;
5. identifying statements as fact or opinion;

6. drawing inferences from factual data; and
7. identifying events which are examples of cause and effect relationships.

1.3 The student will demonstrate citizenship by:

1. explaining the historical significance of the United States Flag;
2. describing the events surrounding the writing of The Star Spangled Banner; and
3. demonstrating proper flag etiquette.

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES:

None

STANDARDS OF EXCELLENCE:

A1006. Use footnotes as a source of data.

C1038. Demonstrate the ability to use cardinal and intercardinal directions.

C1039. Compute distance between points on maps.

C1040. Locate and compare places using latitude and longitude.

C1042. Recognize examples of calendars used by different cultures.

C1043. Use a variety of special purpose maps, graphs and charts to compare various regions.

C1044. Plan a trip using highway map to detail distance, direction, location, time and activities.

C1045. Explain the causes of seasons.

H1157. Integrate information gained from reference materials with information gained through direct experience to develop understanding of environmental matters.

COMPREHENSIVE TESTS OF BASIC SKILLS:

G 85. The student will demonstrate an understanding of the physical environment or the ability to interpret maps and globes.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--READING:

F 24. Identify sets of words that are in alphabetical order.

F 25. Obtain appropriate information from pictures, maps, or signs.

F 26. Obtain appropriate information from diagrams, tables, graphs, or schedules.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--MATHEMATICS:

U 146. Read and determine relationships described by bar graphs or pictographs.

U 147. Locate a point on a highway map.

U 149. Read and determine relationships described by line graphs, circle graphs, or tables.

TEXTBOOK REFERENCES:

Teacher's Edition, The United States Past To Present - Pages 1a-21
The United States Past To Present - Pages 2-21

Resource Book: Skills Worksheets 1-11
Standards of Excellence Worksheets 23, 25, 27, 31, 33, 35, Refer to Instructional Activities For Social Studies, Standards of Excellence Grade 5, Pages 11-14, 237-238.

COURSE TITLE: THE UNITED STATES PAST TO PRESENT

UNIT 2.0: NATIVE AMERICANS

COUNTY COURSE OUTLINE:

2.1 Land Bridge

2.1.1. Definition
2.1.2. Importance

2.2 Culture

COUNTY PERFORMANCE OBJECTIVES:

2.1 The student will express an understanding of the land bridge concept by:

1. defining the land bridge as a connection between "Siberia" and "Alaska", and
2. discussing that the land bridge provided a route for animals and Native Americans to come to North America.

2.2 The student will compare cultures of the native Americans.

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES:

None

STANDARDS OF EXCELLENCE:

A1007. Construct a detailed outline using correct form.

A1011. Draw inferences from historical and contemporary evidence.

A1012. Apply a decision-making model to a problem, listing alternative solutions and making a choice.

C1039. Compute distance between points on maps.

C1040. Locate and compare places using latitude and longitude.

C1043. Use a variety of special purpose maps, graphs and charts to compare various regions.

E1088. Describe the natural environment as a single integrated global system.

COMPREHENSIVE TESTS OF BASIC SKILLS

G 89. The student will demonstrate an understanding of the actions of individuals or groups in American or other societies.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--READING:

None

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--MATHEMATICS:

None

TEXTBOOK REFERENCES:

Teacher's Edition, The United States Past To Present - Pages 36-43
The United States Past To Present - Pages 36-43
Resource Book: Standards of Excellence Worksheet 13

COURSE TITLE: THE UNITED STATES PAST TO PRESENT

UNIT 3.0: DISCOVERY AND EXPLORATION

COUNTY COURSE OUTLINE:

3.1 Background in Europe

- 3.1.1. Marco Polo
- 3.1.2. Portugal

3.2 Vikings

3.3 Spanish

3.4 French

3.5 Dutch

3.6 English

- 3.6.1. Cabot
- 3.6.2. Jamestown, Plymouth
- 3.6.3. Pilgrims, Mayflower

COUNTY PERFORMANCE OBJECTIVES:

3.1 The student will explain reasons why Europeans searched for new routes by:

1. tracing the route of Marco Polo; and
2. tracing the routes of Portugese explorers.

3.2 The student will trace Viking voyages on a map.

3.3 The student will compare reasons for the explorations of the Spanish explorers (i.e. Cortez, Pizarro, DeSoto, Columbus.)

3.4 The student will demonstrate knowledge of French activity in the New World by explaining the roles of Cartier, Verrazano, and Chaplain.

3.5 The student will demonstrate knowledge of Dutch activity in the New World by explaining the roles of Hudson and Stuyvesant.

3.6. The student will demonstrate knowledge of early English Adventurism in the New World by:

1. identifying the importance of Cabot's voyages;
2. listing important facts about the earliest English settlements of Jamestown and Plymouth; and
3. discussing the historical significance of the Mayflower and the Pilgrims.

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES:

None

STANDARDS OF EXCELLENCE:

A1007. Construct a detailed outline using correct form.

A1009. Construct a simple data table containing two variables, labeling columns, rows and accurately entering data.

B1026. Identify causes and consequences of specific historical events.

C1039. Compute distance between points on maps.

C1043. Use a variety of special purpose maps, graphs and charts to compare various regions.

COMPREHENSIVE TESTS OF BASIC SKILLS:

G 87. The student will demonstrate an understanding of historical persons, events, or eras.

G 90. The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--READING:

None

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--MATHEMATICS:

None

TEXTBOOK REFERENCES:

Teacher's Edition, The United States Past To Present - Pages 21a-35, 44-95
The United States Past To Present - Pages 25-35, 44-95
Resource Book: Skills Worksheet 11-12
Reading Worksheet: Chapters 1-4
Standards of Excellence Worksheets 3, 7, 9
Tests - Chapters 1-4 and Unit 1
Workbook - Pages 2-18

COURSE TITLE: THE UNITED STATES PAST TO PRESENT

UNIT 4.0: COLONIZATION

COUNTY COURSE OUTLINE:

4.1 Daily Life

- 4.1.1. New England
- 4.1.2. Southern
- 4.1.3. Middle

COUNTY PERFORMANCE OBJECTIVES:

4.1 The student will discuss the daily life of the English colonies by comparing the geographic and economic features of:

1. the New England colonies;
2. the Southern colonies; and
3. the Middle colonies.

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES:

None

STANDARDS OF EXCELLENCE:

A1005. Select appropriate references for objectives using the following sources of information: an encyclopedia, newspaper, magazine, almanac, data table, and/or atlas.

A1007. Construct a detailed outline using correct form.

A1009. Construct a simple data table containing two variables, labeling columns, rows and accurately entering data.

A1011. Draw inferences from historical events.

COMPREHENSIVE TESTS OF BASIC SKILLS:

G 90. The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--READING:

None

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--MATHEMATICS:

None

TEXTBOOK REFERENCES:

Teacher's Edition, The United States Past To Present - Pages 95a-147
The United States Past To Present - Pages 96-147
Resource Book: Skills Worksheets 13-14
Reading Worksheets Chapters 5-7
Standards of Excellence Worksheet 1
Tests: Chapter 5-7 and Unit 2
Workbook - Pages 19-31

COURSE TITLE: THE UNITED STATES PAST TO PRESENT

UNIT 5.0: COLONIAL GROWTH

COUNTY COURSE OUTLINE:

5.1 Education

5.2 Government

COUNTY PERFORMANCE OBJECTIVES:

5.1 The student will state reasons why the colonists believed in education.

5.2 The student will list steps in the growth of self-government.

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES:

None

STANDARDS OF EXCELLENCE:

A1005. Select appropriate references for objectives using the following sources of information: an encyclopedia, newspaper, magazine, almanac, data table and atlas.

B1026. Identify causes and consequences of specific historical events.

COMPREHENSIVE TESTS OF BASIC SKILLS:

G 87. The student will demonstrate an understanding of historical persons, events, or eras.

G 90. The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--READING:

None

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--MATHEMATICS:

None

TEXTBOOK REFERENCES:

Teacher's Edition, The United States Past To Present - Pages 147a-163
The United States Past To Present - Pages 150-163
Resource Book: Reading Worksheet: Chapter 8
Tests - Chapter 8
Workbook - Pages 32-35

COURSE TITLE: THE UNITED STATES PAST TO PRESENT

UNIT 6.0: THE REVOLUTION

COUNTY COURSE OUTLINE:

6.1 French and Indian War

6.2 Revolutionary War

- 6.2.1. Taxes
- 6.2.2. Boston Massacre
- 6.2.3. Boston Tea Party

6.3 War Begins

- 6.3.1. Lexington and Concord
- 6.3.2. Bunker Hill
- 6.3.3. Paul Revere

6.4 Declaration of Independence

6.5 Loyalists and Patriots

6.6 Valley Forge

6.7 Yorktown

COUNTY PERFORMANCE OBJECTIVES:

6.1 The student will cite the causes of the French and Indian War.

6.2 The student will demonstrate knowledge of the events leading to the Revolutionary War by discussing:

1. taxes;
2. the Boston Massacre; and
3. the Boston Tea Party.

6.3 The student will discuss the significance of:

1. Lexington and Concord;
2. Bunker Hill; and
3. Paul Revere.

6.4 The student will cite the need for the Declaration of Independence.

6.5 The student will compare the Loyalists and Patriots.

6.6 The student will describe the hardships at Valley Forge.

6.7 The student will discuss the Battle of Yorktown.

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES:

K 50. Define consumption as the use of goods and services.

K 51. Identify some benefits of comparison shopping.

K 52. Identify how a consumer choice involves the giving up of other alternatives.

T 82. Define taxes as money paid by individuals and businesses to local, state or national governments to pay for goods and services.

STANDARDS OF EXCELLENCE:

A1008. Identify standard techniques used to persuade or convince others.

B1026. Identify causes or consequences of specific historical events.

COMPREHENSIVE TESTS OF BASIC SKILLS:

G 87. The student will demonstrate an understanding of historical persons, events, or eras.

G 90. The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--READING:

None

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--MATHEMATICS:

None

TEXTBOOK REFERENCES:

Teacher's Edition, The United States Past To Present - Pages 147a-147f, 164-199
The United States Past To Present - Pages 164-199
Resource Book: Skills Worksheet 15
Reading Worksheet Chapters 9-10
Standards of Excellence Worksheet 5
Tests - Chapters 9-10 and Unit 3
Workbook - Pages 36-44

COURSE TITLE: THE UNITED STATES PAST TO PRESENT

UNIT 7.0: A PLAN OF GOVERNMENT

COUNTY COURSE OUTLINE:

7.1 State Governments

- 7.1.1. Branches
- 7.1.2. Bill of Rights
- 7.1.3. Minority Rights

7.2 Articles of Confederation

7.3 The Constitution

- 7.3.1. National Branches
- 7.3.2. Compromises
- 7.3.3. Checks and Balances
- 7.3.4. Constitution At Work

7.4 Ratification

COUNTY PERFORMANCE OBJECTIVES:

7.1. The student will explain the structure of state governments by:

1. listing the branches of government;
2. explaining the State's Bill of Rights; and
3. discussing minority rights.

7.2 The student will identify the weaknesses of the Articles of Confederation.

7.3 The student will explain how the Constitution divided the work of government by:

1. listing the branches of government;
2. defining compromises;
3. describing the concept of checks and balances; and
4. discussing the Constitution at work.

7.4 The student will discuss how the Constitution was ratified.

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES:

None

STANDARDS OF EXCELLENCE:

B1026. Identify causes and consequences of specific historical events.

F1106. Analyze the diversity within ethnic groups.

G1123. Define the concept of federalism.

G1125. Describe the order of succession for the Presidency.

G1126. Explain the function of the Cabinet.

G1127. Relate political elections to processes used to choose leaders in the school and community.

G1129. Explain how the concept of federalism represented an effective compromise in the acceptance of the United States Constitution.

COMPREHENSIVE TESTS OF BASIC SKILLS:

G 87. The student will demonstrate an understanding of historical persons, events, or eras.

G 88. The student will demonstrate an understanding of the structures or functions of government.

G 90. The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--READING:

None

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--MATHEMATICS

None

TEXTBOOK REFERENCES:

Teacher's Edition, The United States Past To Present - Pages 199a-217
The United States Past To Present - Pages 200-217
Resource Book: Skills Worksheet 16
Reading Worksheets Chapters 11-12
Standards of Excellence Worksheets 67, 71, 75, 77, 79, 81, 85
Test Chapter 12
Workbook - Pages 45-49

COURSE TITLE: THE UNITED STATES PAST TO PRESENT

UNIT 8.0: NATIONAL GROWTH

COUNTY COURSE OUTLINE:

8.1 Trade Circles

8.2 Cotton Gin

8.3 Factories

8.3.1. Importance
8.3.2. Growth

COUNTY PERFORMANCE OBJECTIVES:

8.1 The student will give reasons why long-distance trading grew in the early 1800's.

8.2 The student will describe how the cotton gin increased industrial growth.

8.3 The student will demonstrate knowledge of early factories by discussing:

1. the importance of the first factories; and
2. the result of the growth of factories.

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES:

F 29. Name some methods of economic exchange.

N 63. Define credit as a promise to pay in the future for goods, services or money received now.

STANDARDS OF EXCELLENCE:

A1005. Select appropriate references for objectives using the following sources of information: an encyclopedia, newspaper, magazine, almanac, data table and atlas.

B1026. Identify causes and consequences of specific historical events.

COMPREHENSIVE TESTS OF BASIC SKILLS:

G 87. The student will demonstrate an understanding of historical persons, events, or eras.

G 90. The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--READING:

None

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--MATHEMATICS:

None

TEXTBOOK REFERENCES:

Teacher's Edition, The United States Past To Present - Pages 199a-199d, 218-235
Resource Book: The United States Past To Present - Pages 218-235
Reading Worksheet Chapter 12
Tests Chapter 12 and Unit 4 (optional)
Workbook - Pages 50-54

COURSE TITLE: THE UNITED STATES PAST TO PRESENT

UNIT 9.0: WESTWARD MOVEMENT

COUNTY COURSE OUTLINE:

9.1 Routes

- 9.1.1. Location
- 9.1.2. Travel

9.2 Frontier Lands

9.3 Beyond the Mississippi

- 9.3.1. Louisiana Purchase
- 9.3.2. Lewis and Clark
- 9.3.3. War of 1812
- 9.3.4. Texas Independence
- 9.3.5 Oregon
- 9.3.6. Utah

9.4 War With Mexico

COUNTY PERFORMANCE OBJECTIVES:

9.1 The student will demonstrate knowledge of westward routes by:

1. locating selected routes on a map; and
2. describing travel in the 1800's.

9.2 The student will describe frontier life by explaining how pioneers changed the frontier.

9.3 The student will give reasons why the government forced movement beyond the Mississippi by:

1. discussing the Louisiana Purchase;
2. tracing routes of Lewis and Clark;
3. discussing the war of 1812;
4. listing causes and effects of the war between Texas and Mexico;
5. explaining how Oregon was obtained; and
6. explaining why the Mormons settled Utah.

9.4 The student will list causes and effects of the war with Mexico.

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES:

U 88. Identify how money serves as a medium of exchange.

STANDARDS OF EXCELLENCE:

A1009. Construct a simple data table containing two variables, labeling columns, rows and accurately entering data.

B1026. Identify causes and consequences of specific historical events.

F1109. Propose and justify reasons for believing in the value of the American political tradition.

COMPREHENSIVE TESTS OF BASIC SKILLS:

G 87. The student will demonstrate an understanding of historical persons, events, or eras.

G 90. The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--READING:

None

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--MATHEMATICS:

U 147. Locate a point on a highway map.

U 149. Read and determine relationships described by line graphs, circle graphs, or tables.

TEXTBOOK REFERENCES:

Teacher's Edition, The United States Past To Present - Pages 235a-271
The United States Past To Present - Pages 236-271
Resource Book: Skills Worksheet - Page 17
Chapter 13-14
Standards of Excellence Worksheets 63
Tests - Chapters 13-14, Unit 5
Workbook - Pages 55-62

COURSE TITLE: THE UNITED STATES PAST TO PRESENT

UNIT 10.0: CAUSES OF THE CIVIL WAR

COUNTY COURSE OUTLINE:

10.1 Tarriff

10.2 Slavery

10.3 Missouri Compromise

10.4 Compromise of 1850

10.5 Abolitionists

10.6 Kansas - Nebraska Act

COUNTY PERFORMANCE OBJECTIVES:

10.1 The student will discuss the results of the tarriff (i.e., high prices on imported goods caused the South to buy from the North).

10.2 The student will explain differing points of view between Northerners and Southerners over slavery.

10.3 The student will explain how the Missouri Compromise balanced the number of free and slave states in the Union.

10.4 The student will explain the causes and effects of the Compromise of 1850.

10.5 The student will describe the work of abolitionists by discussing the workings of the Underground Railroad.

10.6 The student will explain why trouble broke out in Kansas.

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES:

A 5. Define competition as the effort of two or more parties to secure the business of a third party.

D 12. Define consumer goods as items that are capable of satisfying a human want.

D 16. Define producer as a maker of goods or a performer of services.

D 17. Define production as the creation of goods or services.

D 19. Identify how substitutions can be used when a resource becomes more scarce.

STANDARDS OF EXCELLENCE:

A1008. Identify standard techniques used to persuade or convince others.

B1026. Identify causes and consequences of specific historical events.

C1040. Locate and compare places using latitude and longitude.

D1061. Recognize how production decisions in our country are affected by conditions in other countries.

D1063. Identify when a shortage exists and when a surplus exists.

G1122. Describe the relationships between civil liberties and law enforcement.

COMPREHENSIVE TESTS OF BASIC SKILLS:

G 87. The student will demonstrate an understanding of historical persons, events, or eras.

G 90. The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--READING:

None

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--MATHEMATICS:

None

TEXTBOOK REFERENCES:

Teacher's Edition, The United States Past To Present - Pages 271a-289
The United States Past To Present - Pages 272-289
Resource Book: Skills Worksheet 18
Reading Worksheet - Chapter 15
Standards of Excellence Worksheets 47, 69
Tests - Chapters 15
Workbook - Pages 63-66

COURSE TITLE: THE UNITED STATES PAST TO PRESENT

UNIT 11.0: CIVIL WAR

COUNTY COURSE OUTLINE:

11.1 Secession

11.2 Comparison of Resources

11.3 Major Battles

- 11.3.1. Fort Sumter
- 11.3.2. Gettysburg, Vicksburg
- 11.3.3. Sherman's March

11.4 Surrender

11.5 Reconstruction

- 11.5.1. Problems
- 11.5.2. Solutions

COUNTY PERFORMANCE OBJECTIVES:

11.1 The student will give reasons for Southern secession.

11.2 The student will compare advantages of the North and the South in the war.

11.3 The student will demonstrate knowledge of the major battles of the Civil War by:

1. stating that the Battle of Fort Sumter was where the Civil War began;
2. interpreting that the Battles of Gettysburg and Vicksburg were the turning points of the Civil War; and
3. describing the destruction caused by Sherman's Army.

11.4 The student will list the facts of surrender by Lee to Grant at Appomattox.

11.5 The student will demonstrate knowledge of Reconstruction by:

1. identifying problems faced by the South after the war; and
2. discussing ways people worked to solve their problems.

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES:

None

STANDARDS OF EXCELLENCE:

B1026. Identify causes and consequences of specific historical events.

F1108. Identify values and beliefs as potential sources of conflict within and between family, peer, community, national and international groups.

COMPREHENSIVE TESTS OF BASIC SKILLS:

G 87. The student will demonstrate an understanding of historical persons, events, or eras.

G 90. The student will demonstrate an understanding of the interrelationships among georgraphy, economics, history, political science, and sociology.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--READING:

None

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--MATHEMATICS:

None

TEXTBOOK REFERENCES:

Teacher's Edition, The United States Past To Present - Pages 271a-d, 290-307
The United States Past To Present - Pages 290-307

Resource Book: Reading Worksheet - Chapter 16
Tests - Chapter 16 and Unit 6 (Optional)
Workbook - Pages 67-70

COURSE TITLE: THE UNITED STATES PAST TO PRESENT

UNIT 12.0: THE LAST FRONTIER

COUNTY COURSE OUTLINE:

12.1 Railroads

12.2 Changing Society

12.2.1. Cowboys
12.2.2. Farmers

COUNTY PERFORMANCE OBJECTIVES:

12.1 The student will describe the changes brought about by the transcontinental railroad.

12.2 The student will demonstrate knowledge of a changing society by:

1. describing the hardships of cowboy life; and
2. listing the Great Plains farmers' problems and solutions.

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES:

None

STANDARDS OF EXCELLENCE:

B1026. Identify causes and consequences of specific historical events.

COMPREHENSIVE TESTS OF BASIC SKILLS:

G 90. The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--READING

F 26. Obtain appropriate information from diagrams, tables, graphs, or schedules.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--MATHEMATICS:

None

TEXTBOOK REFERENCES:

Teacher's Edition, The United States Past To Present - Pages 307a-325
The United States Past To Present - Pages 308-325
Resource Book: Skills Worksheet 19
Reading Worksheet Chapter 17
Test Chapter 17
Workbook - Pages 71-74

COURSE TITLE: THE UNITED STATES PAST TO PRESENT

UNIT 13.0: INDUSTRIAL REVOLUTION

COUNTY COURSE OUTLINE:

13.1 Industrial Growth

13.1.1. Edison
13.1.2. Carnegie
13.1.3. Ford

13.2 Improving American Life

COUNTY PERFORMANCE OBJECTIVES:

13.1 The student will demonstrate knowledge of industrial growth by:

1. discussing the contributions of Edison;
2. describing the contributions of Andrew Carnegie; and
3. explaining how Henry Ford's method of organizing work encouraged the growth of the automobile industry.

13.2 The student will discuss how American life improved at the turn of the 20th century through the use of unions, assistance to the poor and the democratic way of life.

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES:

A 5. Define competition as the effort of two or more parties to secure the business of a third party.

D 12. Define consumer goods as items that are capable of satisfying a human want.

D 13. Define services as work done for others which does not produce goods.

D 16. Define producer as a maker of goods or a performer of services.

D 17. Define production as the creation of goods or services.

D 18. Distinguish between producers of goods and performers of services.

F 30. Define specialization as individuals or groups concentrating on one job rather than attempting to do many jobs.

I 45. Define advertising as a means to inform people about a firm's products or services, or to persuade people to purchase a firm's goods or services rather than those produced by a competitor.

STANDARDS OF EXCELLENCE:

A1008. Identify standard techniques used to persuade or convince others.

A1012. Apply a decision-making model to a problem, listing alternative solutions and making a choice.

B1026. Identify causes and consequences of specific historical events.

G1127. Relate political elections to processes used to choose leaders in the school and community.

COMPREHENSIVE TESTS OF BASIC SKILLS:

G 86. The student will demonstrate an understanding of economic concepts, employment, technology, or commerce.

G 87. The student will demonstrate an understanding of historical persons, events, or eras.

G 90. The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--READING:

None

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--MATHEMATICS:

None

TEXTBOOK REFERENCES:

Teacher's Edition, The United States Past To Present - Pages 307a, 326-341
The United States Past To Present - Pages 326-341
Resource Book: Skills Worksheet 20
Reading Worksheet Chapter 18
Standards of Excellence Worksheets 15
Test Chapter 18
Workbook - Pages 75-78

COURSE TITLE: THE UNITED STATES PAST TO PRESENT

UNIT 14.0: RISE TO WORLD POWER

COUNTY COURSE OUTLINE:

14.1 Spanish American War

14.2 Expansion

- 14.2.1. Alaska
- 14.2.2. Hawaii
- 14.2.3. World Trade

14.3 World War I

COUNTY PERFORMANCE OBJECTIVES:

14.1 The student will identify reasons why the United States fought a war with Spain.

14.2 The student will demonstrate knowledge of the expansion of the United States by:

1. discussing the purchase of Alaska from Russia;
2. discussing how the United States gained the Hawaiian Islands; and
3. explaining how world trade helped bring about the Panama Canal.

14.3 The student will sequence events that brought the United States into World War I.

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES:

F 29. Name some methods of economic exchange.

U 88. Identify how money serves as a medium of exchange.

STANDARDS OF EXCELLENCE:

A1010. Given a specific topic, evaluate sources of information in terms of reliability.

B1026. Identify causes and consequences of specific historical events.

COMPREHENSIVE TESTS OF BASIC SKILLS:

G 86. The student will demonstrate an understanding of economic concepts, employment, technology, or commerce.

G 87. The student will demonstrate an understanding of historical persons, events, or eras.

G 90. The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--READING:

None

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--MATHEMATICS:

None

TEXTBOOK REFERENCES:

Teacher's Edition, The United States Past To Present - Pages 307a-f, 342-357
The United States Past To Present - Pages 342-357
Resource Book: Skills Worksheet 21
Reading Worksheet: Chapter 19
Standards of Excellence Worksheets 11
Test 19
Workbook - Pages 79-82

COURSE TITLE: THE UNITED STATES PAST TO PRESENT

UNIT 15.0: EQUALITY

COUNTY COURSE OUTLINE:

15.1 Women

15.2 Indians

15.3 Blacks

COUNTY PERFORMANCE OBJECTIVES:

15.1 The student will discuss how women gained the right to vote.

15.2 The student will state how the Indians became United States citizens.

15.3 The student will describe efforts to win equal rights.

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES:

None

STANDARDS OF EXCELLENCE:

B1026. Identify causes and consequences of specific history.

G1122. Describe the relationship between civil liberties and law enforcement.

G1124. List the requirements and procedures necessary to become a United States citizen.

G1127. Relate political elections to processes used to choose leaders in the school and community.

COMPREHENSIVE TESTS OF BASIC SKILLS:

G 87. The student will demonstrate an understanding of historical persons, events, or eras.

G 89. The student will demonstrate an understanding of the actions of individuals or groups in American or other societies.

G 90. The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--READING:

None

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--MATHEMATICS:

None

TEXTBOOK REFERENCES:

Teacher's Edition, The United States Past To Present - Pages 307a-307f, 358-366
The United States Past To Present - Pages 358-366
Resource Book: Standards of Excellence Worksheet 73
Workbook - Pages 83

COURSE TITLE: THE UNITED STATES PAST TO PRESENT

UNIT 16.0: THE GREAT DEPRESSION

COUNTY COURSE OUTLINE:

16.1 Causes

16.2 Social Conditions

COUNTY PERFORMANCE OBJECTIVES:

16.1 The student will discuss causes of The Great Depression.

16.2 The student will describe the social conditions caused by The Great Depression.

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES:

L 55. Identify some sources of income.

M 60. Define savings as income which is not spent for consumer goods or services but is set aside for future use.

N 63. Define credit as a promise to pay in the future for goods, services or money received now.

N 64. Compare saving with a financial institution to saving at home.

STANDARDS OF EXCELLENCE:

A1010. Given a specific topic, evaluate sources of information in terms of reliability.

B1026. Identify causes and consequences of specific historical events.

D1056. Explain why unemployment and job vacancies can exist simultaneously.

COMPREHENSIVE TESTS OF BASIC SKILLS:

G 86. The student will demonstrate an understanding of economic concepts, employment, technology, or commerce.

G 87. The student will demonstrate an understanding of historical persons, events, or eras.

G 90. The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--READING:

None

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--MATHEMATICS: 5-37

None

TEXTBOOK REFERENCES:

Teacher's Edition, The United States Past To Present - Pages 307a-307f, 367-373
The United States Past To Present - Pages 367-373
Resource Book: Reading Worksheet Chapter 20
Standards of Excellence Worksheet 41
Test Chapter 20
Workbook - Pages 84-86

COURSE TITLE: THE UNITED STATES PAST TO PRESENT

UNIT 17.0: WORLD WAR II

COUNTY COURSE OUTLINE:

17.1 Hitler

17.2 Pearl Harbor

17.3 War In Europe

17.4 Hiroshima/Nagasaki

COUNTY PERFORMANCE OBJECTIVES:

17.1 The student will discuss Hilter's plans for Germany.

17.2 The student will state that the bombing of Pearl Harbor led to the United States entering the War.

17.3 The student will describe how the United States helped the allies win the war.

17.4 The student will explain how the bombing of Hiroshima and Nagasaki brought a quick end to the war in the Pacific.

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES:

D 19. Identify how substitutions can be used when a resource becomes more scarce.

STANDARDS OF EXCELLENCE:

A1007. Construct a detailed outline using correct form.

B1026. Identify causes and consequences of specific historical events.

D1058. Explain why unemployment and job vacancies can exist simultaneously.

G1128. Contrast what it means to be a good citizen in the United States with what it means in an authoritarian society.

COMPREHENSIVE TESTS OF BASIC SKILLS:

G 87. The student will demonstrate an understanding of historical persons, events, or eras.

G 90. The student will demonstrate an understanding of the interrelationships among geography, economics, history, poilitical science, and sociology.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--READING:

None

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--MATHEMATICS:

None

TEXTBOOK REFERENCES:

Teacher's Edition, The United States Past To Present - Pages 373a-384
The United States Past To Present - Pages 377-384
Resource Book: Reading Worksheets - Chapter 21, Section 1
Standards of Excellence Worksheets 83
Workbook - Pages 87-88

COURSE TITLE: THE UNITED STATES PAST TO PRESENT

UNIT 18.0: COLD WAR

OUNTY COURSE OUTLINE:

18.1 Korea

18.2 Vietnam

18.3 International Relations

COUNTY PERFORMANCE OBJECTIVES:

18.1 The student will discuss reasons why the United States was involved in the Korean War.

18.2 The student will cite reasoning behind the United States involvement in Vietnam.

18.3 The student will describe the course of relations between the United States and the Soviet Union in recent years.

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES:

None

STANDARDS OF EXCELLENCE:

B1026. Identify causes and consequences of specific historical events.

COMPREHENSIVE TESTS OF BASIC SKILLS:

G 87. The student will demonstrate an understanding of historical persons, events, or eras.

G 90. The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--READING:

None

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--MATHEMATICS:

None

TEXTBOOK REFERENCES:

Teacher's Edition, The United States Past To Present, Pages 373a-373d, 385-394
The United States Past To Present, Pages 385-394
Resource Book: Reading Worksheets - Chapter 21, Parts 2 and 3
Tests - Chapter 21
Workbook - Pages 89-90

COURSE TITLE: THE UNITED STATES PAST TO PRESENT

UNIT 19.0: TECHNOLOGY

COUNTY COURSE OUTLINE:

19.1 Space

19.2 Computers

COUNTY PERFORMANCE OBJECTIVES:

19.1 The student will explain the effects the space program has had on society.

19.2 The student will discuss the advantages of computer technology.

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES:

F 30. Define specialization as individuals or groups concentrating on one job rather than attempting to do many jobs.

STANDARDS OF EXCELLENCE:

B1026. Identify causes and consequences of specific historical events.

H1159. Use relevant information to examine energy issues.

H1161. Describe ways inventions have been transmitted and spread from one people to another.

COMPREHENSIVE TESTS OF BASIC SKILLS:

G 86. The student will demonstrate an understanding of economic concepts, employment, technology, or commerce.

G 87. The student will demonstrate an understanding of historical persons, events, or eras.

G 90. The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--READING:

None

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--MATHEMATICS:

None

TEXTBOOK REFERENCES:

Teacher's Edition, The United States Past To Present - Pages 373a-373d, 396-403

Resource Book: The United States Past To Present - Pages 396-403
Reading Worksheets - Chapter 22, Section 1
Standards of Excellence Worksheets 89 (Refer to Activities for Social Studies Standards of Excellence Grade 5, Page 243-245

Workbook - Pages 91-92

COURSE TITLE: THE UNITED STATES PAST TO PRESENT

UNIT 20.0: CIVIL RIGHTS

COUNTY COURSE OUTLINE:

20.1 Segregation

20.2 Martin Luther King, Jr.

20.3 Minorities

COUNTY PERFORMANCE OBJECTIVES:

20.1 The student will describe two Supreme Court cases that helped to end segregation.

20.2 The student will explain the work of Martin Luther King, Jr.

20.3 The student will identify the demands common to all minority groups.

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES:

None

STANDARDS OF EXCELLENCE:

B1026. Identify causes and consequences of specific historical events.

F1106. Analyze the diversity within ethnic groups.

G1122. Describe the relationship between civil liberties and law enforcement.

COMPREHENSIVE TESTS OF BASIC SKILLS:

G 87. The student will demonstrate an understanding of historical persons, events, or eras.

G 89. The student will demonstrate an understanding of the actions of individuals or groups in American or other societies.

G 90. The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--READING:

None

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--MATHEMATICS: 5-45

None

TEXTBOOK REFERENCES:

Teacher's Edition, The United States Past To Present - Pages 373a-373d, 404-413
The United States Past To Present - Pages 404-413
Resource Book: Reading Worksheets - Section 2, Chapter 22
Tests - Chapter 22
Standards of Excellence Worksheets (Refer to Activities for Standards of Excellence - Grade 5, Pages 173-175
Workbook - Pages 93 -94

COURSE TITLE: THE UNITED STATES PAST TO PRESENT

UNIT: 21.0: THE UNITED STATES TODAY

COUNTY COURSE OUTLINE:

21.1 Northeast

21.2 South

21.3 Middle West

21.4 West

COUNTY PERFORMANCE OBJECTIVES:

21.1 The student will compare the ways people in the Northeast earned a living in the past with current methods of earning a living.

21.2 The student will give reasons for the growth of Southern cities.

21.3 The student will describe how farming and manufacturing methods have changed in the Middle West.

21.4 The student will explain the growth of farming, industry, and transportation in the West.

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES:

None

STANDARDS OF EXCELLENCE:

C1043. Use a variety of special purpose maps, graphs, and charts to compare various regions.

D1063. Identify when a shortage exists and when a surplus exists.

E1088. Describe the natural environment as a single, integrated global system.

H1157. Integrate information gained from reference materials with information gained through direct experience to develop understanding of environmental matters.

H1158. Describe ways in which changes in the natural environment have caused problems for industry.

COMPREHENSIVE TESTS OF BASIC SKILLS:

G 89. The student will demonstrate an understanding of the actions of individuals or groups in American or other societies.

G 90. The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--READING:

None

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--MATHEMATICS:

None

TEXTBOOK REFERENCES:

Teacher's Edition, The United States Past To Present - Pages 373a-373d
416-413
The United States Past To Present - Pages 416-433
Resource Book: Skills Worksheet 22
Reading Worksheet 23
Standards of Excellence Worksheets 53, 87
(Refer to Activities for Standards for Excellence - Grade 5 - Pages 159-162)
Workbook - Pages 95-98

COURSE TITLE: THE UNITED STATES PAST TO PRESENT

UNIT 22.0: AMERICAN NEIGHBORS

COUNTY COURSE OUTLINE:

22.1 Canada

22.2 Latin America

COUNTY PERFORMANCE OBJECTIVES:

22.1 The student will compare the United States and Canada in the areas of land, government and history.

22.2 The student will explain why life is difficult for many Latin Americans.

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES:

None

STANDARDS OF EXCELLENCE:

A1005. Select appropriate references for objectives using the following sources of information: an encyclopedia, newspaper, magazine, almanac, data table and atlas.

C1040. Locate and compare places using latitude and longitude.

C1041. Interpret map insets to note differences in scale and true locations.

C1043. Use a variety of special purpose maps, graphs and charts to compare various regions.

COMPREHENSIVE TESTS OF BASIC SKILLS:

G 89. The student will demonstrate an understanding of the actions of individuals or groups in American or other societies.

G 90. The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--READING:

None

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS--MATHEMATICS:

None

TEXTBOOK REFERENCES:

Teacher's Edition, The United States Past To Present - Pages 435a-435f, 436-484
The United States Past To Present - Pages 436-484
Resource Book: Skills Worksheets 23-24
Reading Worksheets 24-26
Standards of Excellence Worksheets 29
Tests: Chapter 24-26, Unit 9 (Optional)
Workbook - Pages 99-110